

School Activities

AN INTEGRATED STUDENT COUNCIL
AND ACTIVITY PROGRAM

Roy E. Taylor

IN TIMES OF PEACE PREPARE FOR PEACE

Alice Wilson

THE HOME ROOM IN A LARGE HIGH SCHOOL

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HOW WE DO IT

C. E. Erickson

SCHOOL CLUBS

Edgar G. Johnston

STUNTS AND PROGRAM MATERIAL

W. Marlin Butts

★ ★ BUSINESS ★ ★

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But business has surely turned many a head.
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For we are not ready to use one of those.
But really just business would be quite a bore
If money was all that it meant and no more.
To me it means making a lot of new friends
A widening circle which now never ends,
It proves that my customers whom I don't see,
Are ready to deal very fairly with me.
And then there's a thrill in the thought that they feel
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School Activities

The National Extra-Curricular Magazine

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As the Editor Sees It

Another school year begins. Our perennial wish—may it be your best yet!

Now for football again. And time to repeat Center College President Turck's statement that Center's defeat of Harvard in 1921 "was the worst thing that ever happened to the institution. It upset the whole town's judgment of educational values . . . Of 134 freshmen boys who entered the college the next fall only 32 ultimately graduated." Probably the first part of this statement can be made of many high schools.

Time again to emphasize that football represents a public show—a Roman holiday—for the community, rather than a program of physical education. It has important values, but these have been almost entirely smothered under a wave of pseudo-patriotic hysteria that demands winning teams. Winning games does not necessarily mean winning boys. It often means losing them.

We have just re-read in a magazine that promotes "progressive education" an article depicting an "Eighth Grade Graduation Program." In the proposed program are listed all of the usual numbers—Salutatory, Class Oration, Prophecy, Will, Valedictory, etc.—that have made the high school graduation program a senior burlesque show, instead of the most important educational event of the year in the community. Further, the article includes tear-jerking, laugh-drawing, or disgust-producing (depending on one educational outlook), "addresses" which the graduates may learn and re-cite—and most of which they will not even understand. Such an article on such a topic in such a magazine (or in any except a humorous publication) is as out of place as a whip socket on an automobile. An eighth grade exercise should mean only one thing—promotion to high school.

In the May 2nd issue of *HIGHSCHOOL*, under the title, "Good Clean Fun," is reproduced a photograph of a number of informally and more or less intimately grouped, mud-splattered college students, both men and women. The picture shows

a few of the participants in a semi-annual mud-battle which determines whether or not the freshmen shall wear "dinks." We are wondering just how this little bit of diversion, especially with disheveled and bemuddled girls in it, can be classed as "educational." Also, if it is impossible for these California students to work out some less cesspool method of deciding this all-important question.

During the first year of the activity-ticket plan in the East High School, Aurora, Illinois, 1,172 students bought tickets, 375 paying for them in full immediately. Of the 797 students who bought tickets on the weekly-installment plan only 40 failed to keep up their payments at the end of the eighteenth week. So it *does* work, we guess.

More student strikes! The average citizen blames these uncomplimentary reflections on the school's "lack of good old-fashioned discipline," and he usually wants to treat the symptoms instead of the disease itself. Student strikes may or may not be justifiable and they may or may not be properly blamed on "this undisciplined, rudderless age." In any case they do prove that something is out of adjustment. The childish, but often taken, attitude that students are always wrong and that faculties and school boards are as immutably right, represents a perfect setting for such an event.

We are delighted to present to our readers as the newest member of our Board of Advisers another of America's best known educators—Dr. Merle Prunty. After twenty-five years of experience as high school principal and superintendent of schools (plus nine summers as a college of education instructor), Dr. Prunty became Head of the Extra-Curricular Division and Director of Personnel at Stephens College, an institution in which there are no "extra-curricular" activities as such, this Division being one of the five major instructional divisions of the College—all of which justifies our delight in being able to welcome him to our official family.

The Integrated Student Council and Activity Program

ROY E. TAYLOR

Superintendent of Herculanum Public Schools, Herculanum, Missouri

MANY SCHOOLS fail in large part to realize the primary objectives of an extra-curriculum activity program simply because the program fails to provide for our coordination and integration necessary to the growth of a full and rounded personality. The activity program in many schools exists as a series of unrelated school organizations such as special classes, home room organizations, clubs, committees, student councils, and others.

These activities may function in their own particular fields quite well and at the same time succeed in giving the semblance of a sound program for training in character and citizenship. However, upon close examination one usually discovers that each extra-curriculum activity is an isolated and unrelated unit of school life. Very little is done by the sponsor, the officers, or director to take advantage of the many occasions to express and teach that each extra-class room activity is merely an elongation of the more formalized curriculum activities, and that all activities carried on in the classroom and out are related to one another. The learned product ensuing from participation in each activity must be so blended or fused as to culminate in a well balanced and poised personality.

The point is that far too much of the blending or fusing of the learned product is left to chance. Relationships exist but they are not perceived and coordinated by those in control. The director or supervisor of the activity program may know the importance of coordination and integration in the field of extra-curriculum activities but he usually falls short in accomplishment. His program presumes a wholesale transfer of understanding and abilities from one activity to another.

The types of learning situations found in each particular field of knowledge differ. For example, the reading ability necessary to interpret history will not serve equally well in comprehending science or literature. The pupil must learn to read in all fields. He can not do this merely by learning to read in one. Therefore, an extra-curriculum program to be most effective must be so organized and administered that it will not only appeal to special interests, but at the same time call for learning situations which provide for a

better understanding and appreciation of the entire program.

Three years ago our high school of two hundred fifty pupils was sponsoring what we considered a well balanced extra-curriculum program. Each club or organization had its teacher sponsor and its officers. The coordinating functionnaire was the principal of the school. The pupils' sphere of activity, as far as the extra-curriculum program was concerned, was limited to their own particular organizations. They knew little about what the other organizations were doing and were so indifferent that nothing was done to find out. Assembly programs and talks provided some information on the work of the various clubs and organizations, but these failed of proper results in the achievement of those abilities and understandings necessary to adequate adjustment and appreciation. We say "failed" simply because the program did not arouse a general interest in the whole of the activity program with the resulting appreciations and understandings which are so essential to the success of any character building program.

To overcome this bad feature of our extra-curriculum program it was decided to extend and reorganize the student council in order that the whole of the activities might center in this representative body of pupils. The student council is headed by an executive chairman, who is always elected from the membership of the senior class. Immediately below the executive chairman in responsibility and authority are three vice-chairmen, who head up three separate and distinct departments. Under each of these departments the various clubs, special committees, and other pupil organizations are grouped. Each vice-chairman functions as a general supervisor and coordinator of the school organizations belonging to his department. Each organization has its own officers and teacher-sponsor. The vice-chairmen meet with their respective organization heads once each two weeks.

The executive committee of the council consists of the home room presidents, the council head, and vice-chairman. The meetings of this group are held once in every two weeks. The principal of the school attends all these meetings.

He makes himself as inconspicuous as possible, but directs and counsels as the occasions demand.

The purpose of the executive council is to help formulate general policies and programs for the whole of the extra-curricular program and to act as an integrating and coordinating agency. The home room presidents as members of the executive committee are placed in a position to realize first hand the many vital problems associated with pupil control and participation in the curriculum and extra-curricular activities of the school. This experience enables them to carry back to their respective home rooms ideas and problems which not only add to the meaning, purpose and effectiveness of home room activities, but ideas which contribute toward better understanding of, and cooperation in, the entire activity program.

Artificially created situations for home room programs are unnecessary where pupils are given that opportunity to share in the solution of the problems that are constantly arising. The democratic manner in which the council functions, furthers the development of a sense of social responsibility. This objective is accomplished through meaningful and purposeful activity growing out of a program based upon real and vital problems common to the entire school.

When any particular school activity slumps in achievement, the student council investigates and sets to work to bring about the necessary improvements. Improvement is made easier by the fact that eighty per cent of the student body is actively engaged in extra-curriculum work.

Much of the music (instrumental and vocal) carried on in the school has to be conducted outside the regular school hours simply because of our inability to find a place during the school day for the whole of it. Interest in band and orchestra started to wane, and the organizations began to die out for lack of recruits. The council took cognizance of the problem and undertook a drive in the interest of music. After a few weeks a music club was functioning effectively, and the enrollment in the band and orchestra classes had practically doubled.

A courtesy club was organized to greet all visitors entering the school and to act as hosts on special occasions. A member of this particular group is always found near the main entrance of the building to greet visitors and escort them to their respective destinations about the building. He occupies a desk near one of the main entrances to the building and when not engaged in committee work, pursues his regular study.

A building and grounds committee functions to render assistance in keeping the building and grounds clean and safe. The janitorial staff con-

sisting of two men gives the committee the fullest cooperation. The committee itself does very little actual manual labor in promoting cleanliness and safety, but it does, through the making of posters and the use of various other educational agencies, succeed in developing a consciousness in the student body which reacts very favorably to keep the school environment wholesome and pleasant.

The Honor Society of our school is another organization which is an integral part of the student council. This organization is made up of pupils who excel in scholarship and who also have earned the required number of extra-curriculum activity points. This particular committee and its sponsor are working at present to improve the "Handbook of Guidance" which the school published three years ago. A survey is being made to determine just what aspects of guidance should be given major emphasis in the handbook, which is to be placed in the hands of all beginning high school pupils.

Another committee which has functioned well in the past is the committee on Study and Use of Leisure Time. Through the work of this committee and its sponsor specific information was gathered bearing upon the study habits and use of leisure time of each pupil in the school. Much of this information was summarized and presented in home rooms and assemblies. The teachers found it especially helpful in giving better direction to instruction. In counseling with pupils the information on study habits and use of leisure time was found very valuable.

The Assembly Program Committee performs its work in close conjunction with the home rooms and various school clubs. The student body feels that the regular assembly programs held each Friday should not only instruct, but entertain. With this objective in mind, and in cooperation with the home rooms and school clubs, the programs are planned by the assembly committee the beginning of each semester. Practically all the assembly programs given are provided by the various student organizations of the school. A few lyceum numbers are purchased each semester in order to add that necessary touch with the outside and prevent overemphasis upon school talent. The assembly committee sits in with the sponsor and exercises its judgment in the selection and purchase of lyceum numbers. All student assemblies are presided over by the student chairman of the assembly committee. He introduces all speakers and makes all announcements, except those of a nature which the instructors find it necessary and expedient to make. All assemblies are eagerly looked forward to. Many do not come

up to the standards desired, but all express the product of pupil planning and pupil participation.

There are other committees and organizations that function effectively as a part of the student council setup, but time and space will not permit a discussion of each in detail. Suffice it to say that each committee is definitely at work tackling a real problem, a problem that actually exists and not one that is artificially created. The manner

or organization permits the council to act as a clearing house for school problems and to pass on to its respective divisions those assignments which by nature and purpose the divisions are best prepared to handle. The coordinating influence of the council also tends to promote a feeling of unity and a spirit of interest and hearty cooperation in all school affairs, both inside and outside the classroom.

In Times of Peace Prepare for Peace

ALICE WILSON

Director of Student Forum on International Relations, San Francisco, California

AFTER THE post-war period, when nations were gradually recdvering—not materially, not economically, but mentally—from the terrific strain to which they had been subjected during those long years of war, the overpowering desire for a permanent peace, the world-wide wish to work out some way of securing it, led to numerous efforts. Governments, organizations, and individuals worked alone or in groups, some more, some less sincere, but all of them searching for some light—some sign pointing the way towards a peace based on justice, humanity, and tolerance.

It was evident from the beginning that no work in that field would be permanent unless the new generation were brought up in a different attitude toward their neighbors in foreign lands, whether friend or foe; and in the field of international relations, the friend of today is the enemy of tomorrow.

One of the problems which was obvious from the beginning was that in order to be effective this educational endeavor must be universal. Unless the whole world is sincerely willing to use education to foster goodwill among nations, local efforts may not only be unwise, but sometimes even detrimental to the youth of the nation.

Therefore, at the very beginning we made a serious effort to secure the cooperation of educational agencies at home and abroad; and we have been so successful that at present more than forty countries are actively cooperating with us. Two official branches have been opened—one in Salvador for Central America and Panama, and one in Japan. More than 300 member Clubs in the United States are actively interested in this phase of education.

Another difficulty was to give a material form to what is essentially an idea and create an organization strong enough to bind together a large number of students disseminated all over the world

and at the same time loose enough to prevent its solidification, which would cramp any attempt at further development.

In January, 1925, the work was originated at the Girls High School in San Francisco. How from a small group of students this large organization developed would be too long a story.

Anyhow, it is in the individual student groups that the merit of this work lies. Directed by enthusiastic teachers, the different groups have proved a vitalizing influence not alone in their respective schools but in many cases in the whole community to which they belong. To quote from a few reports:

High School of Commerce, Portland, Oregon: . . . "Our International Club is the largest single organization in our high school. Because of our large membership of over one hundred students, we find it necessary to carry on our activities through numerous committees; for example, Program, Philatelic, Current Events, Local Lectures, etc. . . ."

Senior High School, Orlando, Florida: . . . "Occasionally the Club is called upon to give outside programs. A few weeks ago, the organization presented a program for the Business and Professional Women's Club. The program consisted of a talk, 'The International Club at Home' by one of the Club members; 'The History of the Student Forum on International Relations' by the Club President; and the reading of five letters received from foreign countries . . ."

Central High School, Fort Wayne, Indiana: . . . "With such a firm foundation laid, we have every reason to believe that our Club of seventy-three members, with more coming in all the time, will continue to thrive and grow and mold into one of the stronger pillars upon which the social well-being of the school depends . . ."

Technical High School, Oakland, California: . . . "We have chosen Russia and Australia as our topics of study this term. Our slogan for this term is as follows: 'In the world of today it is the men and women of character who count; those who can cooperate, bear responsibility, think peace, and extend their sympathies beyond the boundaries of their own nation and country.'—Ramsay MacDonald. . . ."

Ramsay High School, Birmingham, Alabama: . . . "The International Club of Ramsay High School has justified itself, since its establishment in 1929, as a helpful and active addition to the school. The Club has participated in the affairs of the school as an authority on world matters. This ability is brought about by the activities planned by the Sponsors. . . ."

El Dorado County High School, Placerville, California: . . . "We feel that the International Club

is especially beneficial to our type of school, which is on the whole made up of American-born students, in that our students fail to get direct contact with other nationalities. We think the Club's international contacts to be particularly valuable, leading us to have a larger conception of the outside world. . . ."

The aims of the Student Forum on International Relations are: to bring the youth of the world together, to create friendships among high school students of different countries, to develop in the students an active interest in international problems of today, to give them an adequate background necessary to understand these problems, and later work towards a satisfactory solution of them by means better than resorting to war.

The means by which we try to achieve the above aims are: Student Forums or International Clubs in high schools; inter-scholastic correspondence; a special course on world history, international relations, etc., in connection with the Student Forums; cooperation among groups in regional districts.

The only condition of membership is the signing and returning of an enrollment card which states: "We understand that this Forum is entirely non-political and non-sectarian, its sole aim being to try for a better understanding of peoples of other countries and to develop towards them a spirit of tolerance and good-will."

A membership card is sent to every club that joins the Student Forum. The design which this card bears was made by one of the members—a student of Proctor Academy, Andover, New Hampshire.

There are no dues payable to the Student Forum.

The individual clubs are free to develop the work in their school in their own way. There are no rules or regulations. Suggestions for conducting the clubs and plans for programs are offered when desired.

The officers of the Student Forum on International Relations are as follows: Honorary President of the organization, Dr. Ray Lyman Wilbur; Director, Mrs. Alice Wilson; Executive Committee, Dr. Manley Hudson, Mrs. Henry F. Grady, Dr. Eliot G. Mears, Mr. Paige Monteagle, Miss Mary N. Chase, Dr. Spencer Stoker; Treasurer, Mr. Paige Monteagle.

Regional Directors have been appointed as follows: For the New England States—Miss Mary N. Chase, Proctor Academy, Andover, New Hampshire; for the Southern States—Dr. Spencer Stoker, State College for Women, Denton, Texas; for the North Central States—Mr. Pierre Pasquier, DeVilbiss High School, Toledo, Ohio; for the Mid Atlantic States—Mr. Clarence C. Klein, Fifth Avenue High School, Pittsburgh, Pennsylvania; for the Southwest States—Miss Edna Greene, E. C. White School, Kansas City, Missouri.

EXTRA-CURRICULAR

Said Old Squire Perkins, in eighty three,
"These exter things as they do," said he,
Football an' baseball—fields an' goals—
They hain't no place in th' publick skules.
Let 'em take ther exercise on th' farms.
Let 'em work ther brains an' not ther arms.
I don't approve o' no sich," said he.
That was Old Squire Perkins, in eighty three.

"An' kindergartens," said Old Squire P,
"Let 'em keep ther babies to hum," said he.

Said the old squire's son, in nineteen three,
"This exter-curricklar activjty,
Is well and good if it's kept in bounds.
I favor football and baseball grounds,
But bands and singin' and actin' plays—
Say, kids are crazy as loons these days—
I don't believe in that stuff, not me."
That was John J. Perkins in nineteen three.

"Vocational Training? Shucks!" said he,
"Let them serve apprenticeships like me."

The old squire's grandson, one Henry P,
He said, about nineteen twenty three,
"Sure thing! Athletics? Say, I'm no fool.
Music, Dramatics—keeps kids in school.
Good training. But I'm against," said he,
This extra curricular activity."

"These stamp clubs, radio, poetry—
I don't believe in those things," said he.

Now the great grandchildren of Old Squire P,
Well, look at their programs. You will see
Music, dramatics, art, debate,
Athletics, radio, sure as fate.
Legitimate courses, if you please,
Which once were extra activities.

Wonder what Old Squire P would say
If he should visit our schools today.

IRL H. DULEBOHN,
*Superintendent of Bessemer
Township High School, Ramsay, Mich.*

Sportsmanship

"Sportsmanship is not a formula. It is more than a code. It is hard to define but easy to recognize. Its outward and visible signs are respect for one's self and one's competitors, hard and clean competition, and a just sense of values. To your true sportsman victory is important but less important than playing the game."—Owen D. Young.

The Home Room in a Large High School

HARRY R. SHEPHERD

Vice-Principal of Paseo High School, Kansas City, Missouri

CONDITIONS in high schools vary. Variation often occurs in schools closely associated in the same community. These conditions present a situation that has a significant bearing on the organization and administration of the home room. What may be appropriate for one school may or may not be the type of organization for another school. There seems to be no formula which solves the problem for all schools. Furthermore, in each school there should be opportunity for individual initiative and for experimentation. This is a challenge to progress. As an introduction, therefore, a few general facts about the Paseo High School may assist the reader in making intelligent comparisons of the Paseo plan with plans in operation elsewhere as description of its home room proceeds.

Paseo is a fairly large four-year school with an enrollment of 2680 students. It may be regarded as a community in itself. The student body is American born and comes from substantial middle-class families. Those who know the school intimately believe that it has a splendid democratic atmosphere. The administrative force consists of a principal, vice-principal, counselor, registrar, attendance clerk, and six volunteer student assistants. A trained nurse has charge of a health center. There are seventy-nine teachers in the faculty, sixty of whom are home-room advisers. Classes are distributed through a seven-period school day. Cooperating with the school is a flourishing Parent-Teacher Association that conducts a parent-education class throughout the school year and sponsors open house meetings on two important occasions.

Every student is offered an opportunity to become a member of an organization and participate in some way in the life of the school. There are 114 student organizations representing 58 different kinds. They range all the way from those that require high scholarship to special interest clubs that set up no scholastic barriers and those whose membership depends upon talent, physical ability, or popular vote. A weekly newspaper keeps students in touch with school affairs and a school annual appears at the close of the year. The Paseo Hand Book furnishes detailed information about enrollment, courses of study, school regulations, clubs, societies, and general policies and ideals.

When the Paseo High School was opened in

1926 the home room was introduced under conditions slightly different from those that exist today, but the foundation laid in the beginning remains substantially the same. Measures were recommended that would keep its activities within reasonable bounds. There was a feeling that much of the material thought of as appropriate for home room presentation should be incorporated in the course of study. Through long experience it was recognized that, regardless of the enthusiasm of those who advocated an elaborate program, teachers responsible for its success often resented an additional burden to their customary school duties. Friendly approval of the faculty was necessary. There was also an attempt to coordinate its operation with student organizations and enterprises and as far as possible with all agencies at the school's command, designed to give service to the student body. Finally, there was a sincere desire to provide a program which as time passed would increase personal guidance and check any tendency or pressure for the home room to grow and finally develop into just another subject.

With these things in mind the home room had a simple beginning. As the school grew in size and enrollment its administration was slowly but continuously improved to meet the changing situation until at present it functions in the following ways:

1. Establishes desirable student-teacher relationships for personal advice and counsel in conjunction with specified conference hours at which time parents may be present.
2. Extends the services of the counseling department.
3. Acts as an agency for equitable distribution of certain details of administrative routine so that students may understand and appreciate the educative value of school regulations and provisions for their welfare.
4. Provides a time and place for calling the attention of students to important matters outside the curriculum that are of vital concern to them as future citizens of Kansas City.
5. Gives opportunity for cooperation in forming school policies and for the promotion of school enterprises.
6. Helps the unification of the school as a community and assists in developing a powerful

current of public opinion for substantial character and good citizenship.

Quite naturally to function in the ways just mentioned, the place of the home room in the school day and the time allotted to it had to be determined by careful examination and study of the school organization as a whole. Coordination with assemblies in the auditorium and other student activities not carried on directly by the home room as well as the appropriate time for issuing daily office bulletins and extending the services of the counseling department were matters that had to be settled if the school organization was to be smooth running and efficient.

The place that seemed to have the advantage over others in satisfying these conditions was the close of the second class period. The school day was well under way. The office force, relieved somewhat of the heavy work experienced during the opening of school, could cooperate with home rooms without serious interference with its regular duties. All pupils were in attendance. Since a home room, however well placed, can not do all the desirable guidance, effort was made to remedy the situation by arranging special conference hours for all teachers at which time parents could have the opportunity to be present and talk over personal problems and difficulties of their children. These conference hours usually occur after the close of school. A few teachers of Freshmen, because of Paseo's peculiar organization, to accommodate its large enrollment are in their rooms for this service during the first period.

The Paseo home room is not a separate division. Unlike many schools it is a fifteen-minute extension of the second class period. This extension eliminates a four-minute passage. It seemed a needless waste of time to use almost twenty per cent of the time allowed to a separate home room for passing through the halls. Then too, it avoided the great amount of clerical work required to write a single item on twenty-six hundred or more class schedules. Control of students is easier. The teacher is also provided with a group that he may know more intimately. He has the opportunity of observing his students in their learning attitudes and relations as well as in their less formal social activities. This plan may be looked upon by some as rather loose and ineffective since it does not tie the teacher down to his duties as adviser. The success of any home room depends in a large measure upon the professional spirit of the teacher. If this spirit is lacking, regardless of the plan, no home room can achieve the results expected.

The Paseo plan is intended to be elastic. There are occasions when the extension and the class period to which it is attached must be used for

counseling purposes. During preliminary enrollment in April for the opening of school in September, the teacher has a definite daily schedule to follow for two weeks. On certain days much personal advice is necessary to outline courses of study, to make adjustments for graduation, or to satisfy college entrance requirements. They are busy days for the counselor and other members of the office force. Teachers anticipate preliminary enrollment and use the class-period-home-room combination in a similar manner for class work to compensate for loss of class time during enrollment procedure. The school day continues to close at the usual time.

Membership in home rooms follows class lines fairly well. Freshmen classes with few exceptions are composed of first-year students. Senior subjects are confined solely to fourth-year students. Some courses are open to sophomores and juniors; others are offered to juniors and seniors. Consequently, there is some overlapping in these classes. Homogeneous groups in English, mathematics, and the social sciences are not scheduled for the second period. Students of superior scholastic ability are spread through all home rooms, thereby increasing their opportunities for leadership.

Membership varies from year to year. This is contrary to the opinion that the home room teacher should be in charge of the same group of students until graduation. Length-of-school-life membership is impossible under the class-period-extension plan. Good administrative practice calls for variation in the teacher's daily schedule year after year. A teacher assigned to an algebra class the second period may or may not have geometry the same period the following year. Furthermore, if geometry were assigned, there would be no guarantee that all students would elect geometry. Variation of the home-room teacher is of decided benefit to the student—and to the teacher. A student having a shop or gymnasium teacher may desire to change to an academic teacher, who has a different point of view and a more stimulating atmosphere and vice-versa. Personalities also may clash, and guidance in an unwholesome situation of this kind is futile if continued.

The administration of the home room is simple. It is in direct charge of a faculty committee appointed by the principal. The function of this committee is to study general problems and their solution and to present specific material to members of the faculty in charge of home rooms. In faculty meetings the principal makes an effort to promote general interest, arouse professional spirit, and make clear what is believed to be sound practice in secondary education. The office issues bulletins and printed material giving

information and instruction about routine matters, regulations and measures promoting the safety, health and general welfare of students, personal rating cards, enrollment, courses of study, new policies that are to go into effect, and efforts of the school system to render service to the community which supports it. The counseling department provides counseling cards on which appear the past scholarship record of each student, notes about college entrance, additional requirements for graduation, and other matters which indicate the progress each student has made and to which attention must be given. The administration is conducted in such a manner that activities in home rooms will be distributed smoothly through the school year. It is flexible enough to permit adaptation to current situations.

Home rooms organize and assume names but these names vary from year to year as membership changes. Among those adopted this year are Gym Gypsies, Cub Newswriters, History Heretics of 206, Newtonian, Arcs and Angles, and L'art La Mode. Pictures of all home rooms appear in *The Paseon*, the school annual.

Officers are generally elected for twenty-week terms. A few teachers advise a change every ten weeks. Representatives and alternates for the Student Council hold office for one semester. Activities are carried on in a semi-formal manner in order that students may enlarge their educational experience by making additional contacts with systematized procedure.

Many rooms have games or tournaments of one kind or another during the year. Athletic contests are held after school either in the gymnasiums or on the athletic field and playground adjoining the building. These activities often arouse considerable interest. Students appear to witness the games not only as loyal supporters of their respective teams but in anticipation of the time when they will be performers. At regular intervals one-half of the rooms go to the auditorium where they are led in community singing accompanied by the band or orchestra. On the following day the remaining rooms enjoy this privilege. Annual Christmas parties are held the day before vacation begins. To accommodate teachers and their groups on this occasion the second class period with its home-room extension is transferred to the last class period and the latter in turn occupies its place. The holiday season is thus ushered in with a happy afternoon in school.

Beneficial contacts are made with representatives of the Parent-Teacher Association. Each home room has a mother appointed by the Association who keeps in touch with its activities, assists in promoting school affairs, aids those

in need, and keeps parents informed of Association programs.

There is also effective coordination with other student activities and organizations. Ticket sales for plays and athletic events, and subscriptions for the school newspaper and school annual are promoted during home-room periods. Names of prospective members of the Traffic Squad, which directs the passage of students to and from the cafeteria and which is largely responsible for student conduct during lunch periods, are selected by home room elections and presented to the principal for appointment. Candidates for cheer leader positions are presented to home rooms by the Student Council for election. Nominees for official positions in the junior and senior class organizations are named by members of those classes during the home room period. These nominees are voted upon later for specific positions in their respective classes. The Automobile Club conducts an annual driver's test. Certificates are issued to those that do well. At present an important movement sponsored by student council groups in all Kansas City high schools for safety and respect for private and public property will soon reach home rooms through their Council representatives. Marshalling public opinion in the student body on such matters will undoubtedly have its effect in the community.

Efforts in guidance have, it is hoped, been made clear previously in describing the administration of the home room. Procedures which did not emerge at that time may be mentioned here. Of the material issued by the home room committee attention is given to vocations and desirable social practices. Vocational guidance is a difficult matter and only trained counselors can do the work satisfactorily. Nothing has been attempted, therefore, other than to inform students about occupations and to emphasize the desirability of discovering their peculiar fitness for certain kinds of work.

With social practices, however, students have the opportunity not only to discuss good form but to practice it in their many social affairs. In addition, there is at the beginning of the school year an orientation program for first-year students. On definitely arranged days freshmen adjourn to the auditorium where they listen to talks by the principal, vice-principal, counselor, school nurse, and members of the faculty in charge of student organizations. Among the topics discussed this year were: Getting Acquainted with Paseo Ideals, Making the Most of High School, Grades and their Meaning, Keeping Physically Fit, and Paseo's Student Activities.

Guidance as the term is understood in Paseo

(Continued on page 15)

Values of the High School Newspaper

MERLE B. HAFFER

Faculty Adviser, "The High School Parrot," Chambersburg High School, Chambersburg, Penna.

A THEORY which determines to a large degree present-day school policies, as contrasted with those of the past, is that the school shall be similar to a community. In the school conditions are so established that the students live and act as citizens, sharing its responsibilities and privileges.

Such a set-up must provide opportunities for as many students as possible to participate in its organization and for them to realize the necessity and value of conducting themselves as respectably as possible. Not all of the results attained will be flawless, but they will be creditable, and will be secured in such a way that the reaction produced in the student will motivate him in guiding himself constructively in future situations.

Among other agencies which have developed in the newer type of citizenship schools is the newspaper. There is hardly a school of any size which has not tried some form of publication at some time or other. A large number of papers have been prepared without any assistance in the way of time allotment or instruction provided by the school board. They have been done as extras. Without a doubt the results in many cases have been far from ideal, but the same can probably be said of many of the regular subjects taught in the schools.

Certainly in a high school of one thousand students, this number being taken merely because it represents the approximate enrollment of the school from which this article comes, there is plenty of material for publication. A student living in a community of this size can not hope to know what is happening in forty class rooms and in twenty or more clubs without some source of information. A large part of his school life depends upon whether he knows what is taking place. So many boys and girls find, to their regret, when they are nearly through their course that so much was missed because they were not entering into the life of the school. Their last year, which they thoroughly enjoyed, passed quickly because they were taking part in various activities.

Then, too, there is much information which needs to be accurately presented if correct opinions are to be formed. Those things which improve the school and bring favorable comment upon it ought to be brought to the foreground, so

that things which are detrimental may be overlooked or at least be frowned upon. Pupils must be given publicity for ways in which they have excelled scholastically or for noteworthy things which they have done for the school or in any of its organizations. Nothing can have a more stimulating effect upon an individual than to know that he has been recognized for something which he has done. Organizations that undertake unusual projects or present creditable programs deserve to receive mention. Their accomplishments may suggest some undertaking for another group.

If the students are to act orderly because of their own desire or because of having thought a situation through, there must be a means of expressing student opinion. Here is a great opportunity for the editor to meet problems and present a reasonable attitude to assume toward them. It must be admitted that the editor of a high school paper may not be allowed the freedom and initiative that are the lot of the college editor, but there are many problems which come within his realm, the wise solution of which means much to the ease of operation of the school. The adviser must see to it that the proper checks are made and must suggest lines of approach for him. At no time should the editor receive any encouragement for radical propaganda or for criticisms of the administration. There are plenty of situations involving the student body which give him an opportunity to express himself. It can be truthfully said, too, that results can be accomplished. An example or so from the local school, the Chambersburg High, may serve to clarify.

Each year, as part of the Washington's Birthday Program, the minuet is presented by a group selected from the senior and junior classes. The presentations have generally been of high caliber. However, several years ago—due to some, possibly unavoidable, error—those taking part forgot their dignity and did some giggling. The following week the editor, encouraged by the faculty adviser, made a rather severe criticism of their performance. Much indignation was aroused among the students, who felt that they were being unjustly reprimanded for something almost beyond their power. At any rate such a breakdown has not happened since, proving beyond a doubt that the editorials were read and that reactions could be aroused.

Many changes can be suggested which, although

rather minor in character, are worthwhile. During the assembly programs it was the custom for the teacher or student in charge to say, "Let us repeat the Lord's prayer." Although "repeat" was unfortunately often the right word to describe the act, an editorial suggested that it would be more meaningful to say, "Let us pray the Lord's prayer." The suggestion was immediately received by those sponsoring the programs, and since then the school has been always asked to pray the prayer rather than repeat it.

A week before Armistice day in 1935 an editorial appeared, calling attention to respect to be shown the United States Flag and the correct way of saluting it. Whether or not it was due to this article is not definitely known, but within a week the city superintendent of schools conducted a survey to determine how many students could write the flag salute correctly. The results were so amazing that teaching it to the entire school was proposed.

On another occasion the editor, without any suggestion from his adviser, asked permission to call attention to the disfiguring of the walls of lavatories used by pupils of four grade school rooms located in the high school building. Permission was granted, and the editorial was submitted to the high school principal for approval before it came out in print. Considerable ill feeling was aroused among the teachers of the four rooms, but no disasters resulted. Much of the value of this editorial was received by the writer of it, who felt that he had not presented it skilfully and who voluntarily admitted that one must be very tactful in dealing with such delicate situations.

Like many other extra-class activities, the newspaper provides an outlet for pupils of various interests and for some who may be timid about entering activities in which they must make appearances before a group to present reports, give exhibitions, and so on. Writing articles is by no means the only duty of the staff; articles must be assigned, headlines written, copy and proof corrected, articles typewritten, the "dummy" made up, advertising sold and collected for, bills contracted and paid, records kept, and papers circulated. These offer work for persons of many abilities and desires, and the training received is often more usable in later life than that secured in the classroom. Instances are not hard to find where students have become interested in their work, taken pride in it, improved remarkably, and, in some cases, have selected a vocation of that type.

One associate editor in charge of athletics has taken up newspaper work since leaving school and is employed as a member of the staff of the local daily. Two other boys who filled the same position did poor work generally throughout their

high school courses but were given the position in order to give them a chance. They proved so interested in writing things for publication that they did very efficient work. Among other things they were very prompt and dependable, two qualities in which they were ordinarily weak. Without a doubt they learned some English also. One of them is further training himself for sports writing at a southern university. A former editor, very capable, although not strong physically, majored in journalism at Columbia University, and is now operating a teletype machine until an opportunity in the journalistic field comes his way. A typist who had charge of writing and mailing letters to schools and firms, asking for advertising, improved rapidly. Although being familiar with the forms of a business letter as learned in her English and typing classes, she had never gone through the entire procedure of writing, folding, and mailing a real business letter. Yet after a short time she was able to produce a very neat, business-like sheet and took pride in attaching her initials as those of a secretary.

Is the newspaper work popular? Although the "High School Parrot" aims to engage a staff of about forty-five students, over ninety asked for positions in response to the call for applicants two years ago. Do the students enjoy the paper? This is somewhat difficult to answer definitely, but three times last fall, when the paper appeared the day after the usual time, once because of a school vacation and twice because of the preparation of six-page issues, inquiries began to pour in from home rooms as to where the "Parrots" were.

Can the newspaper serve a purpose in stimulating greater interest among the patrons of the high school? Possibly another question can answer this one. Can it do otherwise when it reaches the homes of at least four-fifths of the student body and is sent to school board members, advertisers, and exchange schools? Then, too, copies are sent to the town newspaper, which has reprinted, almost every week, several articles under a column entitled "High School Notes."

The school paper may not be the most ideal organization of its kind in the modern high school, but it can point to things which seem worthwhile enough to justify its existence and demand its approval.

Hobby Riding—at Home and at School

Take time to help a child get started on a hobby. He will then take care of himself. Better still—work with him to the end that you share the fun with him and, even more to be desired than fun, a sense of comradeship that will bring rich rewards to you both as the years go by.—*Earl S. Goudey.*

The Handy Andy Corporation

H. K. DERUS

City Editor of Post Publications, Appleton, Wisconsin

A REAL BUSINESS venture is the Handy Andy corporation of the Wilson Junior High School in Appleton, Wisconsin. This school project, which is attracting wide attention in other schools, trains the students in the methods of conducting a business and at the same time provides an actual profit for the funds which the pupils invest in their company.

Originated by Miss Anna M. Bohlman, mathematics instructor at the school, the plan has been carried on for two years and it is so highly successful that other schools in the region are planning to adopt it. Briefly, the plan provides for the sale of stock to the students at ten cents per share, for the securing of a "charter" from the "secretary of state," who is the principal of the school, for a meeting of stockholders, election of corporation officials, selection of directors who actively manage the student store and control the activities of the workers who are placed in charge of the store. The store handles various small school supplies which are purchased from local merchants at a discount, this discount providing the store's margin of profit.

The venture is so successful that at the end of the first year the stockholders received not only their original investments, but a 40 per cent dividend in addition. And the corporation still had enough surplus funds to purchase a handsome trophy case for the school as a gift.

In its second year of operation the corporation paid dividends of 60 per cent in addition to paying the original investments. Besides, the corporation the past year had a surplus large enough to purchase and install electric lights over the school's bulletin board as a gift to the school.

And, best of all, the corporation terminates its business entirely at the end of each year so that a new group of students can take over the plan the next year. When the year end approaches, the corporation stages special sales to reduce its stock. Finally the corporation names an auctioneer, and all of the stock is closed out before the end of school.

In its first year of operation the corporation had capital stock of five dollars. That is, fifty shares of stock were sold to the students. The project was so successful that the second year the capital stock was increased to twenty dollars, permitting the sale of two hundred shares of stock. Indi-

vidual stockholders are limited to a holding of five shares, this being done to enroll as many students as possible in the venture.

After the stock has been subscribed, each of the stockholders receives a "stock certificate" which is mimeographed in the school's print shop. These certificates are authentic in every detail, being patterned after regulation stock certificates used in the business world.

When the stock has been subscribed, the students meet and select a board of directors. This board in turn files with the "secretary of state," an application for articles of incorporation. A regularly designed and finely embossed certificate is returned to the directors, and they are empowered to do business. Then the directors meet and select officers and name two clerks.

The headquarters of the store are located in a room which opens on a main corridor of the school. Various committees are named to carry on the activities of the store. One committee takes charge of advertising. The corporation buys advertising space in the school paper, "The Wilsonian." These advertisements are prepared by the students themselves. The students also prepare billboard advertising. This consists of the preparation of posters which tell of special bargains offered by the store. These signs are posted in conspicuous places about the store entrance.

The two clerks, one of whom is new each week, keep complete records of the stores' transactions. Selection of a new clerk each week provides the store with an experienced worker and an inexperienced worker at all times. The records kept by these clerks include daily reports of sales, shop accounts, a perpetual inventory, a profit sheet, and reports to the Board of Directors, showing the progress the store is making. Still another group of students arranges for the purchasing of the stock of goods. The store is open for ten minutes before school convenes in the morning and for ten minutes before classes open in the afternoon.

In addition to these activities the corporation issues a store newspaper, "Handy Andy Store News," a mimeographed sheet which is printed every four or six weeks and which provides complete information to students about stock and prices.

All of these activities, the cost of paper, ink

and other materials and the payment of advertising rates in the school paper, are paid for from the store's actual profits. Whenever the treasury reveals there is a sufficient surplus on hand, the directors are called into session and they formally hear the reports of the officers and committees and then vote the dividend.

The treasurer of the corporation then prepares dividend "checks." Regular check forms similar to those used in banks in the regular business

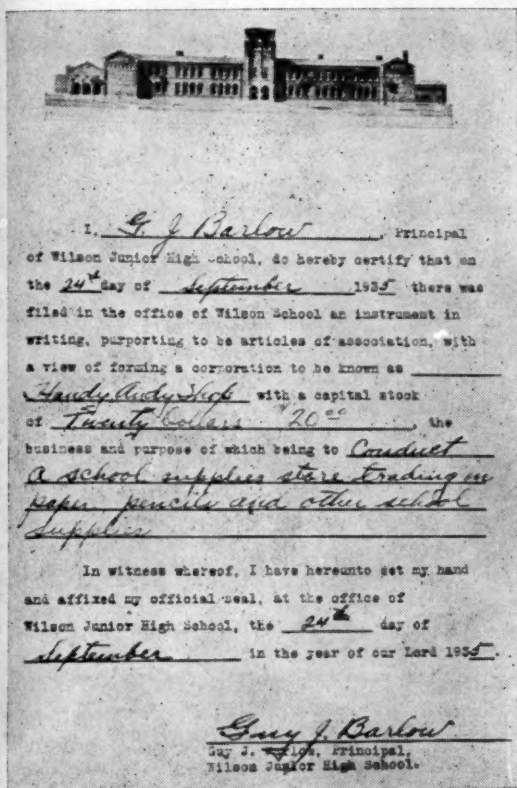
select a president, vice-president, secretary and treasurer. These directors and officers select a general manager, a purchasing agent, and a financial manager.

When the school year nears its close, the corporation officers make plans for terminating the business of the company. First, special sales are conducted to deplete the stock. At the final auction all of the balance of the stock is disposed of. The directors arrange the final dividend, and the last dividend checks also include the students' original investments. They surrender their stock and receive their final payments, which is the amount they paid for their stock plus the final dividend. Thus when the new school year begins the entire project can be repeated.

"This project was originated," said Miss Bohlman, "in keeping with Thomas H. Briggs' philosophy of the junior high school to explore by means of material in itself worthwhile, the interests, aptitudes and capacities of the pupils, to reveal to them, by material otherwise justifiable, the possibilities in the major fields of learning and to start each pupil on the career which, as a result of the exploratory courses, is most likely to be of profit to him and the state."

And the experiences of the Handy Andy corporation reveals that this new idea does that in a pleasant manner, one that provides the boys and girls with a feeling that they have done a job well and earned the feeling of accomplishment. Here is a business idea which he invested his own money in, which he conducted himself, which his own efforts have made successful in a concrete way.

"Summing up," Mr. Guy Barlow, principal of the school, said, "each student has received experiences of immeasurable value; has had the pleasure and satisfaction of planning, organizing, and

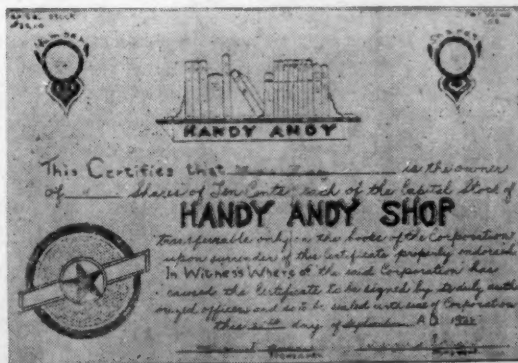


Here is a reproduction of the articles of incorporation issued to the HANDY ANDY CORPORATION.

world are prepared in the school print shop. These checks are sent to the various stockholders, together with a financial report and a notice from the corporation secretary which tells what hours the bank will be open for the cashing of checks.

Pupils desiring to act as clerk in the store are required to write business letters to the store manager, and those submitting the best applications are chosen. The qualification for clerks in this store are exactly the same as those which are in use in regular business. They must be honest, dependable, businesslike, efficient and courteous.

The application for a corporation charter sets up the business organization of the group as follows: the stockholders elect four directors; they in turn



Here is a picture of the "stock" issued by the HANDY ANDY CORPORATION to its members at ten cents per share. These stock certificates were designed and drawn by the students and then reproduced on a mimeograph.

creating; has learned to look out for and appreciate desirable traits of personality and of character in one's business associates; has learned the value of and our dependability on cooperation; has seen the need of stressing consumer educa-

tion both for the consumer and for the merchant; and has been given a chance to demonstrate the feeling of fair play by sharing his profits with the consumers in his community through a parting gift to the school."

Two Important Evaluative Studies

FRED B. DIXON

Director of Guidance, Hickman Senior High School, Columbia, Missouri

THE PREPARATION OF SECONDARY TEACHERS IN TEACHERS COLLEGES FOR GUIDING AND DIRECTING EXTRA-CLASS ACTIVITIES, Eugene S. Briggs. Christian College, Columbia, Missouri. 1935. P. 115.

The material presented in this study was collected during 1934 and 1935 by Dr. E. S. Briggs at Teachers College, Columbia University. In order to ascertain the demand for secondary school teachers prepared to direct extra-class activities, a questionnaire was sent to three hundred and thirty-three high school principals. In addition to this questionnaire, further information was secured by: first, inquiries made of those teachers colleges maintaining placement bureaus, concerning the records of student participation in activities; second, enrollment blanks from thirty-five commercial teachers' agencies and placement bureaus were studied.

Some of the significant conclusions made after a study of the material were: High School principals desire teachers prepared to guide and direct extra-class activities in high school. Four out of every five high school principals want teachers to have special training in conducting assembly programs. Approximately four out of every five high school principals consider special preparation for guiding and directing clubs desirable. Teachers' agencies gather information concerning the ability of applicants to direct extra-class activities, but only sixty-one state teachers' colleges report that their placement bureaus keep extra-class records of prospective teachers.

In Chapter III the writer shows the provision (or lack of provision) made in state teachers colleges for the preparation of teachers to sponsor student activities. Some significant findings are: Assembly or "Chapel" is scheduled in 82 of the 100 state teachers colleges. Students build programs for assemblies in 10 state teachers colleges, preside "regularly" in four and "frequently" in 15 other schools. The president presides over 71 of

the teachers college assemblies which either he or a faculty committee has planned.

Curricula of 100 state teachers colleges show regularly scheduled courses for the study of extra-class activities in 22 state teachers colleges. Fifty-six include study of extra-class activities as part of the regular course if units of work in extra-class activities presented in other courses may be counted. Six teachers colleges show catalogued courses in guidance.

After showing the need for teachers who can direct student activities and then the meager training provided in most teachers colleges, the last chapter gives a program of extra-class activities for a state teacher college. After suggesting a rich program of student activities the suggestion is made that a well conceived carefully planned course in extra-class activities should be a required part of the preparation of prospective high school teachers.

Those of us who have to equip teachers to sponsor student activities after they have finished school certainly hope that our teacher training institutions will use some of the recommendations of this study.

EXTRA-CURRICULAR ACTIVITIES IN RELATION TO THE CURRICULUM, Galem Jones. Bureau of Publications, Teachers College, Columbia University, New York City. 1935. pp 99.

In April 1934, 505 questionnaires were sent to high school principals to secure data from schools of different sizes throughout the country. Two hundred and nine schools cooperated in providing information for this study, which has been directed to answering a number of questions, chief among which are the following: When were the activities studied introduced into the schools and the status of these activities when introduced? To what extent have these activities changed status? What has been the trend of these activities with respect to their relation to the curriculum? Which extra-curricular activities, in

the judgment of the secondary school principals, should be curricularized; which should not be curricularized, and why?

It was found that the newspaper, music organizations, dramatics, and debating are tending toward a definite curricular status in the secondary schools. It is the conclusion of this study that there are definite advantages to be gained by having these activities curricularized. This trend might have been less marked had the data for this study come from a proportionally larger number of small high schools. It should be pointed out here that only 21.2% of the schools sending in information for their study enrolled fewer than 750 students.

The student council, the assembly, the home rooms, and clubs were found to be wholly, or almost wholly, extra-curricular. It was suggested that these activities should remain primarily extra-curricular because: A course of study tends to formalize them; the adolescent needs new areas of experience; extrinsic motivation, such as school credits, is not necessary to the development of the interest to youth in these activities. It is pointed out that these activities are "the essence of character education even though they cannot and should not be organized into units of work and measured for credit evaluation.

Chapter VII deals with the admittedly difficult problem of evaluating student activities. After admitting that we do not have reliable instruments for measuring the outcomes of student activities, Dr. Jones points out that high school principals should be competent to draw conclusions relative to the value of student activities. One of the significant facts revealed is that, "the overwhelming majority of those who are responsible for the direction of secondary schools are convinced of the values to pupil participants from extra-curricular activities"—judging from the answers to the questionnaire given by the high school principals. It was found that high school principals believe that the extra-curricular program provides important emotional outlets for students because 99.2% of the 262 principals thought this question was always, or usually, true.

This study will aid both principals and teachers in developing a sound activity program. It will be especially valuable for indicating the trend toward curricularization of certain activities as well as the findings relative to those activities that should remain extra-curricular.

Home Room in Large High School

(Continued from page 9)

High School is not something apart from the educative process. It is inherent in every adjustment the pupil makes and involves the entire

school organization, its administration, its curriculum, its teaching staff, its social and civic activities, its policy of disciplining students, public sentiment created by the student body, and a wholesome relationship with its Parent-Teacher Association. Consequently, the home room is only one means of helping students toward self-discovery and self-guidance so that they may engineer themselves after they leave school. Furthermore, what is true of guidance and its relation to the home room may also be said of building substantial character and good citizenship. The dominant note in education today is good citizenship. The home room is too small a unit in the organization of any school to assume full responsibility, but it can and does play an important part in developing in the student body a powerful current of public opinion for "high ideals, desirable attitudes and fine loyalties."

In conclusion may it be stated that Paseo does not argue that its plan of home-room operation be adopted by other high schools. There is, moreover, no quarrel with those whose home room plan differs. Shortcomings are recognized but the challenge to improve remains. It meets the Paseo situation and is achieving what is believed to be a good measure of success. One of the most conspicuous and encouraging evidences of its growth has been the increasing number of members of the faculty who are convinced of the value of the program and who have become increasingly skillful in carrying it out effectively.

Deflating the Pigskin

Professionalism in college football received a merited rebuke recently from President James Rowland Angell of Yale. Affirming that Harvard, Princeton, and Yale are definitely determined not to use "hired men" on their teams, Dr. Angell declares his belief that more than 70% of the country's colleges and universities follow a contrary custom of commercializing this major sport.

Dr. Angell predicts the falling off of public patronage if the game goes much further in the direction of subsidizing players and focusing upon gate receipts and victories. He points to the decline and virtual disappearance of college baseball since it entered into rivalry with professional teams.—Anson W. Belding.

The golf links lie so near the mill
That almost every day
The laboring children can look out
And see the men at play.

—Sarah N. Cleghorn
in *Jr. Red Cross Journal*

The Dance Club in Elementary School

GERTRUDE A. CRAMPTON

Instructor in Physical Education, Port Washington, Long Island

H EARD going home from school: 1st girl—Oh boy, dance club tomorrow morning! Don't forget—I meet you at eight o'clock instead of eight-thirty. 2nd girl—Let's be sure and be ready by eight-fifteen, so we can have the front row.

What is this interest in a dance club that will make fifth and sixth grade girls want to go to school forty-five minutes earlier? Certainly it takes initiative to "get going" at regular time any morning, but this one morning a week makes it just a little harder. And yet they don't object. Why?

Children at this age need more activity than at any time in their lives. They enjoy activity, and when joy is present there is a health adjustment; there is gland stimulation. They love the club spirit. Being important in a small group gives satisfaction. They need a chance for self-expression, body poise through rhythmical training. The happy individual carries himself well, and this we know is conducive to good health because the organs of the body function properly. Children need relaxation. Where there is joy there is no effort or strain. They need socialization. These are just a few justifications that prompted the writer to form elementary dance clubs in the three elementary schools in which she teaches.

The children participate in regular gym just one-half hour a week. It was at this time that several children wanted dancing more than other activities. To satisfy this need without having the children lose interest in other activities offered in gym classes, the idea of forming special dance clubs for girls was found.

First, I spoke to the children and asked all those who might be interested to come to a meeting. Almost every girl in 4th, 5th and 6th grades appeared. The space for the lessons being inadequate, membership required limitations. The organization is as follows:

- Only 5th and 6th grades may participate.
- Children taking private lessons are excluded.
- Academic standing must be approved by the principal and teacher. Note: This qualification has been a sore point with the instructor. Many little girls who really need the rhythmic training for physical development fall in the low grade class. They are required to study in their

rooms while their more fortunate classmates participate in an enjoyable activity. Is the resentment they build for their 3R studies at this time worth it? For their probable course in life, they will require perfect health. Is it not our duty to aid this course? The instructor has recently been informed that no academic restrictions should be held. She hopes to incorporate this qualification in her try-outs next year.

- Three unnecessary absences drops the member in favor of the next in line on the waiting list.
- Clubs are composed of fifteen to twenty members, depending on space facilities.
- All pupils interested draw numbers from a hat to decide membership; left overs draw for places on the waiting list.
- If one was a member in 5th grade she is carried over the next year if she so desires.

Clubs met forty-five minutes before school once a week. Their instructor did this for two years, the club meeting at the school she was registered in for that day.

Now the clubs meet in the activity period from 2:30 to 3:00 or later. This proves the popularity and importance of the clubs in schedule planning by the administrators. If one school where enrollment is larger, two clubs are necessary—one before school and one during activity period.

The combined clubs give a dance demonstration at the close of each year of work. Of course, some extra practice is needed the last few weeks.

A few suggestions as to the running of these demonstrations are: Each club has equal importance in participation. Try-outs judged by club members are given for solo parts. Members help in arranging their own program. The high school dramatic club supplies the electrician. Any scenery is arranged by the children with suggestions from their art teacher.

The private schools of dancing in the town have been most kind in inviting our public school children to attend their recitals. Our children get ideas from them, also from their school studies. For example, one year the demonstration took the form of a pageant depicting the History of the Dance in America. The last episode, the modern era, was divided into as many parts as types of recent dancing. To portray the natural type,

the children used one of their class poems and learned in their music period the music suitable for accompanying the pantomime.

Costumes are collected in a variety of ways. The instructor feels the club members should feel some responsibility, as far as possible get their own costumes. The costume rooms in the schools are exhausted of all usable material. Sometimes the child has the costume supplied at home. The school buys the material when necessary; the mothers make the costumes. In this connection it is interesting to note how children from better homes will assist their less fortunate friends.

Programs are printed in the school print shop.

There is no admission to the demonstration which is usually held on a Saturday afternoon. One of the big attractions for the children both as audience and participants is the fact that the demonstration is held in the Senior High Auditorium.

Results for the children:

- a. Self activity.
- b. Meeting new friends in the same school and from other localities.
- c. Learning how to "do something."
- d. Acquaintance for the child with different types of dancing so that in the secondary school she is ready for specialization.

Results as seen by the instructor:

- Personality and character training.
- Improved posture.
- Rhythm and music appreciation.

The following little incident might illustrate why we have dance clubs in our schools. At drawing time this fall, in the school with the large enrollment a little 5th grade boy appeared to draw. The instructor explained to the little boy that only girls could be accommodated. The expression of dejection and disappointment that came over the little fellow caused the instructor to modify her conditions. She suggested this. If enough boys were interested and the principal approved, we might find time for a boys' dance club. In just ten minutes he returned with about twenty-five boys. The club was formed; its meetings are before school; but the interest, deportment and progress of this club in its short time of formation has justified its demand.

Again let me state where there is joy in doing, there is accomplishment. Here is an opportunity to supply the "want to do" to get results in an elementary school life activity.

We can advance and develop democracy but little faster than we can advance and develop the average level of intelligence and knowledge within the democracy. That is the problem that confronts modern educators.—*Samuel Gompers.*

An Athletic Program for Life

V. H. CULP

Northern State College, Aberdeen, South Dakota

Now is the time to throw reactionary traditions to the four winds in order that they may quickly disappear. They have been stumbling blocks to progress too long. Educators have long worshipped traditions that were inherited from the horse and buggy days.

The athletic program of the schools has been foisted upon the young folks without any regard for their future needs. The athletic program of the past was for the few who participated in inter-school contests. Thousands of dollars are even now expended to develop championship teams, and the days of the coach are numbered if he fails to win most of the contests.

Athletic programs should first of all look to the future, and prepare youth for the leisure activities of adult life. In such a program football, track, and basketball should either be eliminated or relegated to an inglorious background. Those activities smirking of the ethics of the old days of rugged individualism—dog eat dog, special privileges for the few at the expense of the many.

The program of today is impractical, wasteful, and undemocratic—opposed to the best interests of the masses. When the young folks finish high school, they are not going to spend their leisure moments playing basketball, football, or participate in track events. In most schools, the athletic program gives the girls an opportunity to participate in the rooters' section, and help in buying and selling season tickets to the various contests. There is some excuse for basketball during the winter months, but too much time and energy are expended in a program that benefits a small minority of the students. The desire for victory is not fair to coaches or players, and the ideals of inter-school activities are one thing on paper and an entirely different affair in practice.

A fair athletic program should first of all provide for baseball. It is the great American sport, and is the game par-excellence for boys and young men. In the fall and in the spring, plans should be perfected to give all boys valuable training in the national sport.

The public schools have fallen down most dismally in supporting baseball. The American Legion and other public spirited groups have had to assume a leadership that belongs to the school. The job of the coach should be an all-year position. In the summer time he should be the athletic director for the community and above all be responsible for the baseball schedules.

(Continued on page 45)

Volunteers

LILLIAN K. WYMAN

Sponsor of the Students Association, William Penn High School, Philadelphia, Pa.

THE VERY NAME implies enthusiasm for a cause, willingness to work, and a desire and determination to get things done. It also carries with it a feeling of personal responsibility for success. Some jobs are "wished on a fellow," and he may do them more or less unwillingly. But when he *volunteers* to do a piece of work, why then, if he's any kind of a good sport, he simply must see it through.

At any rate, that is the way the Volunteers in the William Penn High School, Philadelphia, regard the matter. In ours, as in many other overcrowded city high schools, with nearly twice the number of pupils for which it was built, a double shift, a lunchroom cafeteria force of workers totally inadequate as to numbers to deal with the situation, the whole lunchroom problem is apparently insurmountable. Hot, crowded, noisy, odoriferous!

There is a big job, therefore, to be done and done anew each term when the hungry hordes of Goths and Vandals sweep down upon the lunchroom in four successive invasions daily, all clamoring to be fed at once, to secure seats in lunchroom or corridor—with their own crowd if possible—to consume food fast and furiously, while discoursing at the top of their voices on every subject under heaven, in a futile but ever renewed effort to make themselves heard above the turmoil of a thousand others bent on the same fell purpose. To meet, and cope with these clamoring hordes, to bring order into chaos, to turn mobs into orderly lines, to expedite service, to introduce organized efficiency in the overcrowded lunchroom and adjacent corridors, this is the task for which each term Volunteers from the 11A grade offer themselves eagerly and enthusiastically.

It was the Senate which in heated discussion some years ago, decided that this problem should be made a grade project with all school support. What grade? The seniors are so busy over a multitude of things, the freshmen too inexperienced, and the sophomores, just beginning to get their bearings. Juniors? Yes, the first term juniors—11A's—in charge of the two 11A senators, thus linking the whole project up with the Student Council where at weekly conferences, the two leaders in the project could give their reports, present their problems, and receive advice and suggestions as to how to strengthen the hands of their

fellow workers, overcome difficulties, and achieve success.

But how are the workers to be secured? Elect them "to do the dirty work," as it were? No, let them volunteer. Call a class meeting. Take them into our confidence. Tell them our troubles. Ask them if they, as a class wouldn't like to solve this problem. Put it up to them. Point out that it is an opportunity for real service to the school. Here are enemies worthy of their steel—chaos, confusion, disorder, noise, dirt! To conquer them will mean self-sacrifice, willingness, devotion, and work. But out of it might come system, method, order, quiet, cleanliness. Would they be willing to undertake it, undaunted by its difficulties, these brave, loyal 11A's? Would they? We'll put it to the vote! They would—and they did.

At such class meetings enthusiasm is at a high pitch. How shall we organize these some two hundred eager enthusiastic juniors? Our choice is limited by two considerations.

First: Only those, who have passed in all their subjects the previous term can be volunteers, for they will have the status of Students Association officers, and officers must be above suspicion in everything, certainly in scholarship.

Second: Rosters must be such as to be capable of adjustment to the needs. How do they stand on recess period, fourth period recess? fifth? sixth? Not many girls eat fourth period—only a few hundred or so this term—plenty of room in the lunchroom—no eating outside—a small team adequate! Three or four are selected, name and groups noted, one girl appointed as captain on trial.

Fifth period recess? A crowded, difficult period—nearly a thousand girls lunching then. Strong teams needed! Only those willing to work hard and scheduled for fifth period lunch every day need apply. 11A Senators, you know these girls. Who are good leaders? Who are good followers? Select your lunchroom team! You'll need to assign them the special duties later: Soup line, hot-dish line, sandwich line, ice-cream, clean-up squad—a captain over all! Try her out, see if she makes good. Has she ever held office before? Best representative you ever had, you say? Leadership, initiative, force, power of persuasion, perseverance? Good! She's the girl for captain of the lunchroom team!

Now for your corridor team, ten or twelve more

strong volunteers. From this team must come the stairway guards. They must permit no stragglers to wander at large above the ground floor. School entrance guards are also needed. There must be Volunteers for the elevator lines and clean up squad again all from the corridor team.

And an assembly room team! For if we do have to overflow into even our assembly room in order to find seats, we must leave it in the order its beauty and dignity deserves.

A small team with no subdivisions needed, but good workers possessing tact, forcefulness, and determination. Their objective: a clean assembly room, no papers left in book racks, no dishes under the seats. They must teach good citizenship, responsibility for other people's comfort! Are you one of the people that litter up our streets and public parks with your trash? Would you leave your dishes and lunch papers on your parlor floor at home? Well, don't do it here. There goes the bell! Take the dishes back, citizens! For the honor of your class! For the comfort of everyone!

The volunteers realize that these are worthy aims: recess time made pleasant in spite of hungry hordes and overcrowded conditions; obstacles overcome; community consciousness encouraged; good citizenship; good housekeeping; the golden rule in actual use.

There are generally a hundred or more volunteers. What about the rest of the class? Are they out of it? All can not be officers in an army. Some must be private soldiers and helpers in one way or another. Substitutes are needed, "extras" now and then. There are many loyal class members who, although because of low scholarship, or of roster exigencies or physical disability, can not do the active daily "kitchen police" work, are nevertheless interested and eager to help. There is work for them, too. Posters must be made, platform stunts planned, short articles, clever little verses, and catchy slogans written for the school paper. Volunteer songs set to popular airs or original ones, new ways invented of arousing public spirit, community consciousness, and conscience—all for the cause. They also serve who do these things, and they are in training for other jobs later on.

And the reaction on the volunteers themselves? A willingness to work hard for a worthy cause. Unpleasant tasks done cheerfully, hard knocks taken smilingly, with an increasing power of getting the thing done, of achieving success. The cause first, self last. Courtesy winning against rudeness. The soft answer and the firm hand. A sense of work well done, of service rendered. Leadership developed, the ability to get along with one's fellows. The added power to handle difficult situations. If such things are worth while, then the

difficult, dirty, thankless task of the volunteers is reward sufficient unto itself.

Every term or two the volunteers put over a clean-up campaign cleverly conducted with assembly speeches, stunts, sketches, songs, posters, and with Onas, the livewire newspaper, backing the campaign as it does every school project, also with lively group discussions on the subject. A wave of cleanliness and good housekeeping sweeps the school, a wave which generally lasts until new heathen hordes descend upon us.

The training of the freshmen for this work can be started at once. Seventh period recess is practically a freshmen lunch time. Necessity forces us to form teams of freshmen for that one lunch period. We give them badges marked "special," and put them in charge of any experienced girls who happen to have lunch at that period. And it works. Proud to be specials, proud to be an active part of a big organization, they respond marvelously to training. The freshmen senator also helps supervise the work.

Training such as the volunteers receive, and through them the mass of school citizens, should result not only in better housekeeping and school sanitation and good citizenship, but in a better civic consciousness outside the school. Will volunteers who have worked so hard for a clean school at recess time ever be among "the great mass of the tribe of strewers and litterers?" Will they not be the ones to see to it that their own crowd on picnics and bus rides dispose of their debris properly and leave beauty unspoiled for the next-comers? And will you find them carelessly throwing away their trash in public places? Later, they may even be able to see to it that we have really clean cities!

Bad Boy

GERALD RAFTERY

Young Tony is in deep disgrace again;
His proud Sicilian temper brought him here
Because a teasing classmate, passing near
His desk, had gestured at him with disdain.
The answer, loud and lusty (and profane),
Was supplemented by a pair
Of eager fists—and here, with tousled hair,
Is Tony in the office to explain.
His dark eyes, flashing not so long ago,
Are downcast; he is sorry that he swore,
He knows he never should have acted so.
He vows reform, with eyes upon the floor;
And next week he'll be back, sad-eyed and slow
In trouble—ready to repent once more.

(Clearing House)

"Unless a tree has borne blossoms in the spring,
you will vainly look for fruit in autumn."—*Hair*.

The Young Citizen's League

EMMA MEISTRIK

South Dakota YCL State Secretary, Pierre, South Dakota

THE YOUNG Citizens League is an organization of school children of the elementary schools. It originated as a state-wide organization in the state of South Dakota and was later established in North Dakota. The tenth annual state convention in South Dakota was held this year on May 11 and 12 and the seventh annual meeting in North Dakota, on May 4 and 5.

These conventions are presided over by children from the various counties of the state. The delegates occupy the seats of the regular legislative representatives in the House Chamber of the Capitol. In South Dakota the constitution provides for not more than three delegates from each county. In the 1936 convention, 61 of the 68 counties were represented, and 151 delegates were seated.

The state YCL convention affords many boys and girls the opportunity to visit the Capitol and to observe the workings of the state government. They conduct their meetings in good form, and transact important business, of which the selection of the next year's project is most vital.

This year and project has been the "CONSERVATION OF WILD LIFE," and for the year 1937 the project will be "HIGHWAY SAFETY." A state essay contest is sponsored on the selected theme. For this purpose the state is divided into six regions each consisting of 10 to 12 counties. Elimination contests are held in the county and region to select the six winners who are to compete in the state contest. The delegates to the State Convention are selected at the county YCL convention held in each county and their expenses are financed by the League and the County Chairman in various ways.

Adults are interested and often surprised at the ability displayed by the Young Citizens in the conduct of their meetings. The following expression from a lady who attended the convention sums up what many adults feel: "I sat with tears in my eyes most of the time, and I fervently hoped that I would live long enough to see how it will work out." And a teacher expresses herself as follows: "Speaking from my personal standpoint, these two days were the two most inspiring I have ever lived. If I were to speak as one giving advice to a future teacher, I should say two days of State YCL are worth two classroom courses of theory and psychology. And for one who has been teach-

ing for several years, there is nothing like it to jog you out of the just-Johnny-Mary-Billy attitude which can creep up with repetition." Mr. Burke O'Brien, veteran guide at the South Dakota State Capitol, says of the YCL convention, "It is the best-behaved convention that comes to Pierre. The children are so courteous, it is a pleasure to serve them."

One is filled with pride to see what boys and girls achieve where real opportunities to express initiative are placed before them. Every child possesses individuality which must be respected. Teachers and parents may give guidance to children, but they should not *do* too many things for them. Self-expression should be cultivated.

Since attitudes, habits, and skills are best taught in youth, it is then that opportunities must be furnished to children to grow through experience. In preparing to do their part in school, county and regional meetings, children gain poise, self-confidence, and initiative. They gain satisfying social experience in contact with one another in district, county, and state conventions. In some instances, county YCL conventions have become the largest and most important gatherings of the year.

The Young Citizens League was made a national organization last October. While the movement on a nation-wide basis is still in its infancy, many states are becoming interested. Indications are that it will spread rapidly when a definite financial backing is realized. The Young Citizens League has never been commercialized. There are no dues, so that it may be open equally to all children. Money spent by the local leagues is earned by candy sales, entertainments, and other activities. The State YCL Convention in South Dakota is financed by a special appropriation made by the Legislature.

The YOUNG CITIZEN, a sixteen-page magazine published at Pierre, South Dakota, is the official organ of the league through which YCL aims and ideals are fostered. Its content is *for* children and *by* children themselves. Each league in good standing aims to be a subscriber to the Young Citizen and to contribute to it.

The officers of the national committee sponsoring the movement in America were elected at the inter-state YCL Convention held at Aberdeen in 1935. They are as follows: M. M. Guhin, Aberdeen, South Dakota; W. M. Wemett, Vice Presi-

dent, Valley City, North Dakota; M. S. Wroolie, Secretary, Madison, Minnesota; Emma Meistrick, Editor of the Young Citizen, Pierre, South Dakota.

If interested in the materials available now for distribution, address the Young Citizen, Pierre, South Dakota. A handbook on the National Young Citizens League will soon be available. The "Voice of the YCL," a book of poetry written by children of all grades as the culminating activity of the YCL project for 1935, is also available at \$1.00 per copy.

As new states organize, new ideas will be brought forth leading to greater achievements in citizenship and character training of elementary school youth. South Dakota and North Dakota welcome all who are interested to share in the promotion of this worthwhile movement as a state-wide activity.

Improving the Assembly

T. Q. SRYGLEY

*Principal, Thomas Jefferson Senior High School,
Port Arthur, Texas*

Regardless of the type of work in which we find ourselves, there should be a periodical check upon the effectiveness of the activity. Few things at which humans work are self-stimulating. The stimulation must be supplied from an outside source.

To illustrate, let us consider one phase of the extra-curricular program—the assembly. Here is an assembly problem taken from a senior high school of 1100, which has had an activity program for nine years and which has an excellent faculty with much of the necessary devices and personnel for an ideal program of activities. The causes or the problems will not be considered here.

The activity director, the principal, found the assemblies in question to present the following problems:

1. The assembly programs were not satisfactory to the students or to the faculty. The programs were made up of pupil participation, about ninety per cent; faculty and outside participation, five per cent; and visual education, five per cent.
2. Conduct of pupils in the assembly was not satisfactory.
3. The pupils who appeared on the programs refused in some cases to repeat performances.
4. The teachers blamed the assembly director.
5. The assembly director blamed the teachers.
6. The pupils blamed the school.

This is not a description of a wretched situa-

tion found only in very poor schools, but one that is likely to be found in many first class high schools. All of these conditions were probably not voiced aloud by the various groups in question, but the evidence listed above was present.

The procedure in remedying the situation and placing the assembly on a higher plane was as follows: The director got all the possible complaints from teachers and pupils. Teachers criticized and suggested frankly the much needed remedies. After the evidence was all in, the director called a meeting of all the teachers and with the aid of several teachers suggested the following plan:

1. Teachers were asked to list all the suggestions for the improvement of assembly conduct.
2. A committee of students was appointed to work out an acceptable list of assembly rules governing the conduct of pupils. The chairman of this committee was the assembly director. He also used the suggestions given by the teachers.
3. The report of the committee was presented to the Student Body Congress which accepted it and sent it to each home room for study and acceptance. A set of rules which was worked out and accepted by the Congress are as follows:
The following acts shall be demanded in assembly:
 - a. Punctuality to assembly and no loitering in the front hall until the bell rings.
 - b. Being in the right seat.
 - c. Respectful attention when the assembly leader announces numbers.
 - d. Attention to the numbers on the program.
 - e. Respect for those who are presenting the program (No pilot reading, studying lessons, too loud applause, loud laughing).
 - f. No booing, yelling out, or making unnecessary noises.
 - g. No gum chewing.
 - h. Speakers on program who talk loud enough to be heard.
 - i. Cooperation on part of audience during assembly singing.
4. Calendar for the next semester was made, and the teachers were scheduled to be responsible for their proportionate share of the assembly

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programs. They were advised to use their clubs, classes, and home rooms from which to draw their material. Teachers were also encouraged to work with the assembly director and to plan their programs in plenty of time to be reviewed by the reviewing committee.

5. Teachers were urged to over-look the stereotyped program consisting of: (a) a harmonica solo, (b) a tap dance, (c) a piano solo, (d) a night club scene. The programs presented were to be worthwhile and pupils appearing on the stage were guaranteed a sympathetic audience.
6. In case a worthwhile program could not be worked out by teachers so scheduled, no assembly would be held.
7. Pupils who had been guilty of some misdemeanor were not to be allowed to attend the assembly. Teachers were encouraged to keep out of the assembly either individuals or groups who did not display the proper attitude.

It is interesting to note that this plan worked.

Competitions Are Going Out

Not long ago a certain merchant offered a thousand-dollar prize for the winner of a competition to be conducted in the public schools of Boston. To his surprise, he was met with a courteous but firm refusal. Boston's public schools ban competitions and for some years have had a regulation that "no prize shall be awarded for any contest conducted under the direction of the school committees of Boston." Boston Boy Scouts are now on record against competitions and so are the settlement house groups and the Y. M. C. A. of that city. Boston is not unique in this respect. Advanced educators all over the country have long been opposed to contests. Opposition to contests is a settled policy of the national direction of the American Junior Red Cross. It seems to be fairly evident that a successful society depends on cooperation. Ignorance, poverty, greed, natural forces, furnish plenty to combat—cooperatively—to keep society and the individual from becoming soft and flabby.—*Editorial in Junior Red Cross Journal.*

An Apostrophe to Youth

Recently I noted that my daughter was preparing her Latin with the help of the lexicon and Vergil texts that her brothers used, that I and my brothers used, that my mother used, and that my grandfather used. Not a new ablative since 1836. Not a war since *Bellum Gallicum*. Not an oration since Cicero discourteously bawled out Catiline. Not a love intrigue since that of Aeneas and Dido. However, to be fair, I will admit that,

though Latin is static, the interpretation varies and youth rises triumphant. This was shown by the cribbed notes on the margins of the Vergil text, aids left by my children and my ancestors.

My grandfather, in the great Daniel Webster tradition, wrote as his idiom, "By the eternal!" My mother, as a gentle Victorian maiden, wrote, "Goodness gracious!" My son wrote, "Oh, Hell!" and my daughter, "Yeah?"

This is my point. We may trust youth to aid in our attempts to restate eternal truths in understandable language.—*E. W. Butterfield, in "Educational Method."*

Auto Riding More Dangerous Than Playing Football

RAY HANSON

Director of Physical Education, Western State Teachers College, Malcomb, Illinois

Recently a mother came to my office and told me that she did not want her son to go out for football, because the chances of injury were too great.

Now my reply to this mother was as follows:

"Do you know it is more dangerous for you to ride from Peoria to Chicago in an automobile than it is for your son to play through a full season of football?"

She hadn't thought about it in that light. Then I asked her if she knew there were over 33,000 deaths by automobile in the United States last year, and that the injured ran into hundreds of thousands: that in Chicago alone since January over six hundred had been killed. Reports over one week end revealed that Pennsylvania led with twelve, Texas second with ten, while Illinois and New York with nine each tied for third place.

That football is a dangerous game is an er-

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ronious idea on the part of mothers and fathers who have sons in high school and college. Football is *not* a dangerous game the way it is being played today. In practically every case, both in high school and college, the boys are given a thorough physical examination to determine their fitness for this sport; the best of athletic fields are provided; the finest football equipment is given to the players participating; and the instruction in high school and college is good.

The chances of a student's becoming injured for life are very remote; of his receiving any kind of an injury the probability is only slight. Of course occasionally a boy will break a collar bone, a bone in his arm, or sprain an ankle, but these injuries are only temporary. We had forty-one deaths by football three years ago. The majority of these were on sand lots, where there was no supervision. This number was reduced considerably the last two years.

I recently read an article where a young man was killed playing football in Kansas City, Missouri, and that the school board left it to the father of the boy to decide whether they would have any more football in that school. The father decided to allow them to go ahead and play.

Publicity given football accidents has resulted in safety measures. If we want a way to lessen the number of accidents and deaths by automobile, we should handle the matter as we have when anything happened in football. For example, let us suppose that in Macomb, Illinois, tomorrow we have a grade school boy who is seriously injured and dies from those injuries. Do you know that that information would appear in every paper, large and small, in the United States the next morning—yes, possibly in some of the papers of Europe? Supposing that on the same day we have from automobile accidents three deaths of prominent faculty members of our own high school. The news might make the Chicago papers, but even that is doubtful.

If every death and every automobile accident were reported as promptly through the various press syndicates of the United States as football injuries were reported two years ago, and the news would appear on the sport section every morning after the accident, public sentiment might be aroused to help curtail this tremendous death toll from motor cars in the United States.

The way football accidents were reported three years ago brought immediate results, and reduced accidents fifty per cent. The same method would help reduce the accident and death toll by automobile. Why not give it a try?

The optimist says his glass is half-full; the pessimist says his is half-empty.

Had Hamlet Taught the Social Studies

M. MELVYN LAWSON

Sacramento Senior High School

To indoctrinate, or not to indoctrinate, that is the question.

Whether 'tis nobler to let society suffer
The slings and arrows of an outworn social and economic system,

Or to take up arms against that system
And by opposing end it?

To teach convictions, and to look for Truth no more; and

By such teaching seek to end

The headaches and the thousand fool ideas

That school is heir to—'tis a destination

Devoutly to be sought. To tell, to tell

The student what to think instead of how

Conclusions should be reached. Ay, but there's the rub!

For who can tell but that such kind of teaching
May produce conditions ten times worse than

Those unsettled ones we now enjoy. The prospect
ought to give us pause.

And bring the realization to our feeble brains

That Truth alone can make us free.

And if we seek by petty means to re-divide its
Great totality, we but increase a growing host of
human ills.

Will we have courage to demand the facts

Or shall we sit supinely by and daily inculcate the
themes

Imposed upon us by a vested few?

Perhaps the very thought of such a move will

Make us rather bear the fate we now enjoy

Than seek another that we know not of.

Yet if our nation's leaders we would be,

Can we escape our stony road of destiny?

(With apologies to Shakespeare)

—SIERRA EDUCATIONAL NEWS.

Do not ask if a man has been through college;
ask if a college has been through him—if he is
a walking university—*E. H. Chapin.*

"There are obviously two educations. One
teaches us how to make a living and the other
how to live."—*James T. Adams.*

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The Sunshine Society

MRS. H. C. SHOOP

FOR YEARS high school girls have been asking for and organizing Sunshine clubs. Sponsors have found that these groups help meet the great need of present-day youth for more wholesome social activities and more unselfish every day living.

All organizations have their creeds, but not all organizations *live* them. The Sunshine Creed is one of cheerful living. It does not preach. The organization aims through programs and social activities to give each girl a happier mental, moral and physical life.

Sunshine Society programs are planned with a definite aim in view even though that aim be laughter. These social events will keep the girls at the Sunshine Society meeting when otherwise they might be parked in cars or down town. The Society plans ways of spreading sunshine to those outside school who are ill or need aid. It plans ways to brighten up the bare walls and empty windows of class rooms and study halls. Even a Sunshine Society can not do these things without some money. It is more and more difficult to raise money in schools, and so the expenses must be kept as low as possible. Membership dues rarely take care of all expenses.

Experience with the Sunshine Society teaches us that to invite all girls of a school into membership is wise. Girls are strangely sensitive to being left out of things. They are benefited by that group inclusion if in no other way.

Each year every new girl has a "big sister," an upper class girl who helps her get acquainted with building, students and school practices. Often these "big sisters" discover needs—financial, moral, or physical which no teacher would ever ferret out. "Big sisters" are selected by a joint meeting of teachers and senior girls.

Leaders of such an organization may be selected as in any other club, but because of the peculiar nature of this organization it often seems best to have the sponsors nominate girls to be voted upon by all the members. This eliminates the danger of wild choices by students. It is better if this is done at the next to the last meeting of each year.

In nominating girls for office, sponsors should exercise more than ordinary foresight. Most organizations find that the most popular girl is rarely a good officer. In Sunshine Clubs there is a place for her. She makes an excellent social

committee chairman. However, many shy, retiring girls become excellent leaders. The big secret of selection is the choosing of girls who work well *with* others and not those who strive only *to work* others.

The program committee is first in importance of all Sunshine groups. It is here that we really have "sunshine." Many of the programs should be given entirely by the girls. Sometimes it is difficult to get girls to participate, but there are ways of overcoming this timidity. A common mistake is that of putting the most talented girls on the program first. Their superior talents tend to frighten the less gifted ones. An honor point system for program participation often works admirably. At the close of each semester a "Who's Who" of all programs adds to the desire to do something.

As a sponsor, do not try to make the society fit *your* needs; remember it is for girls not adults.

DISCOVERY DAY PROGRAM

The purpose of such a program as this is to discover talent and ability among the new members. Previous requests may be made for short essays on the following subjects: "How a Freshman Can Grow," "What the Letters of Sunshine Mean to Me," "The Sunniest Day in My Life."

The first, "How a Freshman Can Grow," may be either serious or humorous. For instance, they may wish "to grow in favor with the Latin teacher," or "grow taller than the tallest male teacher so you can make him look up to you." A goal for every Sunshine member can be found in the letters of Sunshine—S for scholarship; U might stand for usefulness; N for nobility; S for self-respect; H for happiness; I for ideals; N for nicety; and E for effort.

Following the discovery of literary ability a program of violin, piano, song, dance numbers, monologs, etc. can usually be found in a freshman group. This program should be closed by the singing of the school song. The new members must learn it.

As in any other club, the sponsor of a Sunshine Society should let the organization belong to the girls. Their needs, desires and convenience, not those of the sponsor, should determine the program.

ORGANIZATION MEETING

In many high schools this meeting is not held until the second month of school or later. It is

devoted almost entirely to business and explanation of plans for the year, all of which should have been carefully worked out between sponsor and committee chairmen previous to the meeting. It is here that the head sponsor or dean of girls should give a short talk on the purpose of the society and its meaning in everyday life.

The chairman of each committee may explain her plans for the year. If the honor point system is used, the program leader may explain it.

A point system may be worked out in various ways. Ten points may be given for every participation. Inexpensive awards, given at the end of the year, make a pleasant surprise for the ten girls receiving the highest number of points. Points may also be given for noteworthy deeds. In one group several girls asked to pay the dues for a few of the girls who were unable to pay. In that same group points were given to girls who made high records in selling tickets, in financial activities of the club or school. Framed copies of the Sunshine Creed make ideal awards.

The number of social gatherings per year will vary but the least given is usually four—initiation of new members, a Thanksgiving or Hallowe'en party, Christmas party and an all school party to which the boys are invited as guests.

The initiation party need not be elaborate as the initiation ceremony takes most of the time. No refreshments need be served. The time after initiation may be given to dancing and get-together games, for many of the girls will not yet be acquainted. Dancing is good if planned in some fashion to get girls together. For example, have the sophomores dance one dance with freshmen only, then juniors with freshmen, then seniors with freshmen.

"Every high school should make adequate provision for extra classroom activities. General student organizations should be fostered and protected and the growth of helpful clubs encouraged. If the school is to help its pupils to live the kind of lives that American democracy requires, it must make provision for activities in which the relations of the individual to society, and of society to the individual, may be learned at first hand."—*Organization and Administration of Junior and Senior High Schools, State of Missouri, Department of Education, 1927.*

Liberal education develops a sense of right, duty and honor; and more and more in the modern world, large business rests on rectitude and honor as well as on good judgment.—*Charles W. Eliot.*

"Will is character in action."—*William McDougall.*

American Federation of Teachers

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desires to establish an intimate contact and an effective co-operation between the teachers and the other workers of the community.

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desires to co-operate with all civic organizations for improved civic life. Groups of seven or more public school teachers are invited to affiliate with this National Organization of Classroom Teachers for mutual assistance, improved professional standards, and the democratization of the schools.

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The American Teacher

published bi-monthly by THE AMERICAN FEDERATION OF TEACHERS. Membership dues carry subscription to the magazine. To all others the subscription price is \$1.00 per year, 25 cents per copy.

News, Notes, and Comments

The National Conference on Student Participation in School Administration met in Portland on Wednesday, July 1. Miss Adeline M. Smith, Counsellor, Bloom Township High School, Chicago Heights, Illinois, was elected president; and Miss Marian Finch, Shaker Heights High School, Cleveland, Ohio, was elected secretary.

Addresses were given by A. L. Thielkeld, Superintendent of Schools, Denver, Colorado, and by G. N. Porter, Principal, Garfield High School, Seattle, Washington. In the absence of Clark H. Spitler, East High School, Denver, President of the Conference, Miss Adeline M. Smith, secretary, presided. For next year officers were elected as follows: President, James Goodsell, Lincoln H. S., Portland; Permanent Secretary, Malcolm L. Eno, Colorado Springs H. S., Colorado Springs, Colorado; Vice-Presidents—Jack Thomas, Washington H. S., Seattle; Marion Henson, Grant H. S., Portland; Jack Reay, Du Bois H. S., Du Bois, Pennsylvania; David Boyer, East H. S., Salt Lake City, Utah.

BIG BROTHER AND BIG SISTER FEDERATION

A character building agency in the field of social work is the Big Brother and Big Sister Federation, Inc., 425 Fourth Ave., New York, N. Y. For nearly thirty years this organization has been dealing with the physical, mental, and moral maladjustment of unprotected, under-privileged boys and girls between the ages of nine and sixteen.

NATIONAL SELF GOVERNMENT COMMITTEE, INC., 80 Broadway, New York City, is carrying on an active campaign directed toward "teaching responsibility by giving responsibility." Anyone interested in the type of service offered by this agency should write Secretary Sophie Polack, at the address given above.

EXTENSION SERVICE REVIEW

The Extension Service Review is a publication issued monthly by the United States Department of Agriculture, Washington, D. C. Schools of rural sections will find this magazine interesting and helpful.

The South Dakota State Convention of the Young Citizens League assembled at Pierre on May 11 and 12 with the largest attendance on

record. Sixty-one of the sixty-eight counties of the state sent delegates and 383 young citizens and visitors attended the banquet.

PATHFINDERS OF AMERICA

PATHFINDERS OF AMERICA, INC., are carrying on a program of human engineering in a big way. Anyone interested in facts concerning this movement should write J. F. Wright, Secretary, 968 Hancock Avenue West, Detroit, Michigan.

THE YOUNG CITIZEN is the name of a monthly magazine-newspaper published by the Young Citizens League, Pierre, South Dakota. It contains a little of a great many things of interest to students and teachers. Nothing less than a copy of this publication will give a satisfactory idea of the nature of it.

A high school essay contest on the theme, "Building for World Peace," is the undertaking of the international service committee of the Rotary Club of Minot, North Dakota. The essays were required to be not less than 500 and not more than 1,000 words, and submitted by May 1. Prizes for the best essays were offered by the club.

The National Association of Student Government Officers met in Lincoln High School, Portland, Oregon, with the president, Malcolm L. Eno, Colorado Springs High School, Colorado, presiding. The first session, Wednesday, July 1, was addressed by N. Robert Ringdahl, Principal, Concoran School, Minneapolis, Minnesota, and by Miss Emma Meistrik, State Secretary, South Dakota Young Citizens' League, Pierre, South Dakota. The second session, July 2, was addressed by Willard N. Van Slyck, Principal, Topeka High School, Topeka, Kansas, and by Joy Elmer Morgan, Editor, Journal of the National Education Association, Washington, D. C. After considerable discussion, it was voted to drop the word "Government" from the Association's name. The next meeting will be held in Detroit, Michigan, in connection with the meeting of the National Education Association. All high schools are eligible to join this association. Those interested should

write the secretary, Malcolm L. Eno, Colorado Springs, Colorado.

A baby beef club is being sponsored by the Rotary Club of Albert Lea, Minnesota, in an effort to encourage the raising of champion pure bred stock in the state.

On May the 8th and 9th, the Illinois Student Participation Officers held their 3rd annual meeting at Pekin, Illinois. One hundred and forty delegates were present to represent 21 schools. Bloomington was selected for the next annual convention.

FOR THE DEBATE SEASON

Arrangements have been made by which Harold E. Gibson will again this year analyze the national high school debate subject for *School Activities* readers. He will present the chief arguments for

the affirmative in the October number. Mr. Gibson is Director of Activities in Jacksonville High School and Instructor in Extra-Curricular Activities in Illinois College, Jacksonville, Illinois. He is author of a well known textbook in debate.

From time to time the members of the Rotary Club of San Benito, Texas, invite every local Boy Scout to call at the place of business of some member on Saturday and be taken through the office, or store, or plant, and have it explained.

APPROVAL of Allied Youth, a national program in alcohol education, both as to philosophy and methods, is contained in recent official action of the Executive Committee of the Department of Secondary School Principals of the National Education Association.

Allied Youth, with headquarters in the National Education Association Building, Washington,

1936-37
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D. C., has already had widespread commendation from school administrators across the nation and from various officials of the National Education Association, the National Congress of Parents and Teachers, and similar groups.

The Rotary Club of Omaha, Nebraska, celebrated Boys' and Girls' Week, April 25 - May 2, by presenting a club program through the Rotary honor roll boys for this school year.

The National Self Government Committee is a fact-finding organization which believes that lax and corrupt government is caused by ignorance on the part of the voters. The ignorance of the voters, it is convinced, comes from lack of instruction in the schools. Richard Welling is chairman. Among those associated with the committee are: President Glenn Frank of the University of Wisconsin, President Hamilton Holt of Rollins College, President Henry Noble MacCracken of Vassar College. Dr. John H. Finley, Professor John Dewey, Carrie Chapman Catt, Alfred E. Smith, Lillian D. Wald, Lyman Beecher Stowe, the publicist, Henry Pringle, author, Dr. William McAndrew and Professor Joseph D. McGoldrick of Columbia University.

The Rotary Club of Minot, North Dakota, guarantees loans made to rural schools for the purpose of purchasing musical instruments with which to start a school orchestra.

A PLAYWRITING contest, to be conducted in cooperation with Walter H. Baker Company, Boston, is announced by Allied Youth, national movement in alcohol education, with headquarters in the National Education Association Building, Washington, D. C.

The contest began June 15, 1936, and will close December 15, 1936. Its purpose is to encourage the writing of plays that deal with phases of youth's choices and problems involving alcoholic beverages. The winning plays and probably some others discovered by the contest will be made available for production by high school and college young people. Walter H. Baker Company, which contributes the three prizes offered, will acquire the publishing rights to the winning plays.

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How We Do It

C. E. ERICKSON, *Department Editor*

One of the most important tasks awaiting school administrators at this time is the development of a program of publicity concerning the extra-curricular activities of the school. Too often an excellent activities program fails because students are not informed of the worth, the kinds, and the possibilities of these activities. For example, fewer than one-third of the students in a large city high school recently studied knew how to join a dramatics club; only one-third of them were acquainted with the offering of the music department; less than one-half of them knew of the science clubs; while only four per cent of the freshman boys knew how to become a member of the publications staff.

This program of publicity should be planned during the summer. Every possible avenue of interpretation should be used. The home rooms, the school assemblies, the school publications, the school council, the student handbook, and the city newspaper should be used. During the summer the local newspaper can be very effective in the presentation of a series of interpretive discussions dealing with the activities of the school. The important thing to remember is the necessity for *developing a plan early*.

Many schools are sending interesting contributions for publicity in this department. If you are doing something you think quite worthwhile, send it along. Or send in the names of sponsors in your school who are sponsoring interesting activities. Other schools will appreciate knowing what you are doing. Let's make this department an "idea exchange."

A Method of Securing Capable and Efficient Officers

H. A. HELMS

*Central Junior High School,
Greensboro, North Carolina*

There has been student participation in Central Junior High School in Greensboro since the beginning of Junior High School work. The ones who have had the privilege of working with the organization would not be willing to see any phase of the student participation eliminated.

Our student officers are elected twice during the year; each semester. This is done for two reasons. In the first place it gives the opportunity

for more boys and girls to participate in the organization and at the same time it allows a change if there should be a mistake made in the selection of the leaders.

The method of the selection of officers is as follows: About three weeks before the close of the semester the president of the student council, with the assistance of the various officers, appoints a nominating committee composed of the four council officers, three council members, and four from the school at large.

Each home room studies the qualifications of the various officers as specified in the constitution. They then hand in the names of all students whom they would like to see nominated for the different offices. Those names are tabulated and presented to the nominating committee. The committee meets with the faculty adviser, and by a process of elimination at least two candidates for each office are selected.

The president must come from the senior group—the vice-president from the junior group. The secretary may be selected from any one of the four groups.

After the nominating committee has rendered its decisions, the candidates are told of their selection and are assisted in securing enthusiastic campaign managers. These managers help to work out plans for the campaign, present their candidates to the student body at an assembly period, and work for their election during the entire campaign. Every nominee makes a speech in assembly before the entire student body, and his manager tells something about the qualifications and what may be expected from him.

After the campaign in which the speeches have been made in assembly, the election is held. It is held on the same plan as the ballots are cast in a state, county or city election. This plan has always proved very satisfactory, and the students receive valuable training in citizenship.

A Girls' Social Room

CARRIE A. PARSONS

*George Peabody College for Teachers,
Nashville, Tennessee*

We had long felt the need in our high school of some place which the girls could use as a social center—a place where they could meet and talk

or play before and after school and during the lunch period, where small groups could hold conferences, and where the senior girls could spend their free periods. As a result, about four years ago our principal offered the girls the use of one of the class rooms for this purpose and requested the Girl Reserves to take entire charge of the equipment and management of the room.

The first year the Girl Reserves bought and by hard work paid for what was considered a minimum in the way of furnishings. This consisted of a second hand couch, a wicker set, and draperies for the windows. Two card tables and a mirror were contributed by friends, and eight straight chairs and a piano were furnished by the school. The following year the members of our parent-teacher group redecorated the room, replaced the couch and contributed several other pieces of furniture, including a radio. Since that time the Girl Reserves have borne all the expense connected with the room and have paid for laundering the draperies, extra cleaning, repairs, and replacements. This is done either by contributions from the treasury or by funds raised especially for that purpose.

The room is entirely under the control of the girls themselves. Each year the Girl Reserves elect a room chairman, who with her committee looks after the room, sees to the cleaning and replacements, and handles questions of conduct. The room committee is composed of seniors who volunteer to serve. One member of this committee is in charge of the room during each hour that it is in use. The conduct of the other girls is entirely under the control of this committee, and it is a very rare occurrence for the sponsor to be asked to interfere in any way.

We take great pride in our Girls' Room, not merely because of its physical appearance and convenience, but because we feel that it represents a real achievement in the development of responsibility and self-government among the girls of our school.

An Activity Ticket Plan

L. G. GUNDERSON

East High School, Aurora, Illinois

Our student body is interested and active, but during the depression there was naturally a decided decrease in attendance of the students at all school events. This situation resulted not only in a noticeable monetary loss but in a decided decrease of school spirit. With only a portion of the student body in attendance it was only natural that there could be no united interest.

Certain activities, especially football and basketball, survived because they received considerable

support from the public, while other worthy activities depending more on student attendance were struggling to maintain themselves. We had observed that students desired to do their full share toward supporting activities but that financial difficulties made it impossible for many of them to do as they wished. They could not enter into activities even when inducements of special ticket rates were made. To help overcome this grave situation we developed and organized our Student Activity Ticket Plan.

Our plan gives students an opportunity to attend all activities during the school year at a very reasonable cost. The ticket includes the following activities: five football games, seven basketball games, one track meet, twelve school dances held after school, four special student assemblies, two evening artist programs, two band concerts, Junior Class play, Senior Class play, Junior Dance, Senior Dance, school debate, boys' club party, girls' club party, school paper, girls intramural, boys intramural, minstrel show, operetta or mock trial, and the annual yearbook. Under this plan, one ticket admits the student to every activity and gives him every publication of the school. By comparing what the students have paid for these activities in previous years, which was \$10.65, he realizes that he has quite an opportunity for saving. The complete activity ticket is only \$3.25, if made in one payment, or \$3.75 if made in weekly payments. In arriving at this low price, all admission charges were totaled and a budget was estimated with a percentage of the cost of the ticket credited to each activity account.

The method of operating our plan is comparatively simple. During the first week of school the student wishing to join signs a subscription contract, which explains the events to be included and the methods of payments. Upon the signing of his contract and the payment of 25 cents he is given a numbered activity identification folder with his photograph. Each week thereafter, upon the payment of 10 cents in his home room, the student is given a ticket which is good for the week. This ticket has the same number as his identification card. Each home room teacher has a record card upon which he lists all students belonging to the plan, with spaces for checking weekly payments. Payments must be kept up to date, otherwise no ticket is issued. If a student lags, he must make all back payments before he is entitled to privileges during the current week. The home room student secretary-treasurer places the money received in an envelope, seals it, and sends it to the high school treasurer, who places it to the credit of the activity account. At the end of each month this money is divided among the several organizations.

A CONSTANT SOURCE of RICH and VARIED ACTIVITIES

Thousands of English and Social Studies teachers will use *Scholastic*, the American High School Weekly, in their classrooms again this year because it is the fullest, most reliable, and most convenient way of bringing the contemporary world to their students. Meanwhile, they will have at their immediate disposal this complete program of extra-curricular student activities, sponsored by *Scholastic*, nationally organized, and given weekly space in the magazine:

Radio: The *Scholastic* Radio Guild, a national organization for amateurs, took part in or sponsored more than 200 actual broadcasts last year. It offers a series of non-royalty, specially prepared scripts for high school use, distributed to Guild members at a nominal price, easy and pleasant to present, demanding no costumes, props, or long rehearsals—ideal for classroom, club, and auditorium use. They deal with the dramatic incidents of Science, Invention, History, and Literature; and their intrinsic worth and the ease with which they may be presented have made them popular throughout the high school world.

Movies: The *Scholastic* Photoplay Club, affiliated with the national association of 4-Star Clubs, has an overwhelming record of student popularity. It publishes weekly reviews of the best photoplays in *Scholastic*; it distributes a wealth of valuable material about amateur picture-making, and it offers weekly prizes for the best student-written movie reviews. The *Scholastic* Photoplay Booklet, by Sarah McLean Mullen, tells how photoplays are made and should be judged, and is one of the most popular of *Scholastic* activities publications.

Art & Literary Awards:

The thirteenth annual *Scholastic* Awards in arts, crafts, and literature will be held this spring. Student creative work will come from all parts of the country, will be judged, exhibited, and presented to a wide public through the High School Exhibit, the Traveling Exhibit, the Student-Written Number, and *Saplings*, the high school anthology. Twenty Scholarships and hundreds of cash prizes will be awarded to the winners, and students will have the inspiration and satisfaction of seeing their own works in print or on the walls of an art gallery.

News Examination: T h e

Scholastic News Examination, a nation-wide event, is open to all students interested in current affairs. To those who best know and understand the news, *Scholastic* offers a long list of valuable prizes, including ten all-expense trips to Washington, D. C. Thousands of students participate every year, and the day of *Scholastic* News Exam has become a red letter day on hundreds of high school calendars.

Student Forum—Round Table: For the student who wants to discuss his opinions with other students, and for the young writer who wonders just how his poem or sketch would look in print, *Scholastic* maintains two weekly student-written columns: the Round Table and the Student Forum. These mediums of self-expression and exchange of opinion have a large student following and a high degree of student popularity.

Beginning in September this year, two editions of *Scholastic* will be published every week: a Regular Edition for English classes and for those who combine English and Current Events, and a Social Science Edition for the Social Studies classroom. Format will be improved, the print will be larger, and each Edition will include all of the above program in its 32 pages and sell at 50c per student the semester—about 3c per week. Under *Scholastic's* No Risk plan, you may try a classroom supply for several weeks without obligation.

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The basis of the division is exactly on the percentage of the cost of the ticket. For instance, if the cost of admission to football games totals \$1.00, and the cost of all admissions would be \$10.00, then football would receive 10% of the receipts from the activity ticket. All adult tickets sold by each organization to the public are credited directly to that organization alone and not to the general activity fund.

In order that the plan would work to the best advantage, an activity calendar was prepared ahead of time to eliminate the crowding of too many activities into one week or into part of the school year, as was often done in the old way of every-organization-for-itself. We have tried to have one activity each week, and never do we have more than two. When two events occur during the week, one is scheduled for after school on Monday and the second on Friday evening. The spreading out of activities tends to make the students keep up their weekly payments. When two activities occur during the week, the ticket is punched on presentation at the first event and taken up at the second. In this way we have an accurate check on the number attending each activity.

The plan thus far has been eagerly accepted by the student body and school spirit has decidedly improved. From a student body of approximately 1700 we had 1172 students in our plan the first year, of whom 375 have paid in full. Of those on the weekly payment plan, about 800 in all, less than 50 failed to keep up to date on payments.

The Cellophane Bow Campaign

MERYL RUSSELL

J. Sterling Morton High School, Chicago

The Almega Club at the J. Sterling Morton High School found a new way last year of earning money to carry on their work of service to school and community. From the funds they earned in this activity, they were able to contribute to the Morton Scholarship fund and the Flood Relief fund and still we had enough left to buy materials for the next year's work of making clothes for children of the needy in the community.

The club merely capitalized on one of the current theses in education. That is, they took an activity the students would do anyway and showed them how to do it better. Incidentally, of course, they made some money for the coffers of their service chest.

The brilliant idea germinated in the mind of one of the club members, and all who listened to its discovery wondered why it had never occurred to them before. The traditional class color week was an activity the students were bound to engage in anyway, so why couldn't the club mem-

bers make bows of cellophane and sell them for less than the local storekeepers could sell similar bows of ribbon?

Investigation proved that a fairly large profit was possible, and after the principal's permission was obtained, work was started on the bows and an accompanying sales campaign. Bows were offered in each class color at prices ranging from three to eight cents. A large bow containing all four colors was sold for ten cents. The girls were amazed at the readiness with which their idea was accepted. They thought they had made enough bows ahead of time, but each day found them working overtime to keep up with the demand. By the end of the week every local storekeeper was entirely out of cellophane and the Almega Club had made a profit of nearly ninety dollars to carry on their splendid work of service.

Girls' A Capella Glee Club

M. T. MONSON

Newark, Illinois

Because of the complete cooperation of school authorities and parents and the undying interest in music of the singers themselves, the Newark High School Girls' A Capella Chorus has experienced six years of unusual success.

It is evident that any group of chorists with such a keen desire to accomplish something in singing is bound to win recognition. This glee club has participated in fifteen contests and has either placed or won in fourteen of them. Its last and greatest achievement was the winning of the state championship in class C in 1935.

Every musical organization is measured by its ability to have the proper training and recreational experience and opportunity of service. The chorus usually participates in programs in every community center in this vicinity; in turn it has made Newark a musical center which draws singers for programs from within a radius of fifty to seventy-five miles.

This organization is open to all girls who wish to join, and it also leaves them at liberty to drop out whenever they desire. Just those students who possess the proper spirit and are willing to spend the necessary time are chosen to compose the chorus.

The club is financed mainly by the profits from three one-act plays which are directed by members of the glee club in the Junior class. The characters are chosen from volunteers from the student body. The expenditures for music, the contest fees, and other incidentals are financed by the Board of Education.

We think that this type of an extra-curricular

activity can justify its existence for the following reasons:

1. It has a definite purpose: to learn to appreciate music through training in it.
2. Its membership is non-restrictive; that is, the members are selected according to the interest shown.
3. It advertises the school in the proper manner.
4. It acts as a musical center in the community.
5. The students find an outlet for recreation, and they experience learning by doing.

We Learn To Swim

HENRY STARK

Elmwood Park, Illinois

Ordinarily swimming is considered an extra-curricular activity that is commonly accepted by the children in urban communities with no great display of enthusiasm. For them facilities to carry on this activity are usually available. To find one's self in a situation where the children in an over-crowded school lack not only swimming facilities, but playground and gymnasium facilities as well, is highly distressing to one interested in the development of the "whole" child. Such a situation exists in the John Mills Public School in Elmwood Park, Illinois.

It seemed incredible to learn that in this school the majority of boys had never been swimming; in fact, few had experienced the thrill of being entirely submerged in water. You can readily imagine the varied responses obtained from the boys when they were asked if they desired to learn how to swim. There were mingled expressions of enthusiasm, timidity, fear, and embarrassment that led to the asking of hundreds of questions, such as: "Can more than one go into the pool at the same time?" "How do you come up when you're under water?" "Will you save us if we drown?" etc.

After interest had been aroused to the point where the boys pleaded with their parents to submit a written permit for them to go swimming, there arose the difficulties of finding a pool having reasonable rates, and of finding some form of transportation to and from the pool. Being the instigator of this particular extra-curricular activity, it was necessary for me to supply the required facilities. Satisfactory arrangements were completed with the Oak Park Y. M. C. A. for us to use their swimming pool every Thursday from 3:30 until 4:30 o'clock at the reasonable charge of ten cents per boy. It was impossible for the majority of the boys to get more than ten cents a week, so I obtained the use of a meat delivery truck and supplied free transportation for the group. After the first Thursday spent at

the pool the boys became wild with enthusiasm and the school hummed with excitement. The second Thursday was heralded with as much excited anticipation as was the coming of graduation day. It was necessary to borrow a two-wheeled trailer to accommodate the additional crowd of boys who had spent the previous week in breaking down the resistance of skeptical parents. As a result of the ever increasing numbers, it was necessary to limit swimming activity to the eighth grade boys only. This weekly Thursday event continued throughout the year. We find it possible now to get enough money each week to ride the bus, so the delivery truck and trailer have been discarded as a means of transportation.

Some interesting observations were made pertaining to the direct and indirect results of the swimming project. The direct results were as follows:

- (a) Every boy learned how to swim because his mental "set" was such that he anxiously adopted the activity and made remarkable progress.
- (b) An air of independence resulting from accomplishment became noticeable within the class. Standards were set up in the following manner: Any boy who could not swim twenty yards was called a "minnow"; any boy who

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could swim twenty yards was called a "shark"; any boy who could swim sixty yards was termed a "whale"; while the paramount accomplishment was to become a "submarine" after swimming one hundred yards and diving from the spring board. This classification was popular with the boys, for it afforded the less athletic type of boy to surpass the more robust playground leader in physical achievement.

- (c) An opportunity for personal recognition was afforded the boy in the swimming pool, while the same boy received little recognition in the school room.
- (d) Destructive mental attitudes such as feelings of insecurity, timidity, and even fear, were broken down and supplanted by a healthy homogeneous feeling.

The indirect results that grew out of this particular extra-curricular activity are varied and hard to enumerate because of the plasticity of the child's mental make-up. Of these things I am certain, however:

- (a) Disciplinary problems on the playground and in the class were greatly decreased.
- (b) Truancy, personal health habits, and the attitude toward the people in the child's im-

mediate environment were noticeably affected.

- (c) Interest in other types of extra-curricular activities was greatly stimulated. Volley ball, soccer, baseball, basketball, and similar forms of activity are being adopted not only by the eighth grade, but by every grade in the school.

Platform News

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Have You Read These?

BY THE EDITOR

Why not hold an imitative "national Election in your school this November? Such an event would represent a very practical and interesting kind of civic education. How one school four years ago imitated regular procedure, from the primaries through the presidential inauguration, is described by Reign A. Hadsell in "National Election Project," *Journal of the National Education Association* for March.

It is now too late to plan last spring's yearbook, but it is not too late to begin thinking about next spring's. Hence, you will be interested in recent trends such as, for instance, an increasing emphasis upon student, rather than commercial, work; a decreasing emphasis upon "themes" and "motifs"; combining departments; "bleed-offs"; etc.—all of which trend, perhaps, to make the book a bit less artistic (and less expensive, too), but "more vital." Edward H. Redford will tell you about it in "Present Tendencies in Yearbook Production" in April *Education*.

Is your parent-teacher meeting largely a social occasion? A recreational affair? A light (or heavy) luncheon? An honest-to-goodness educational event? Should it be? For a good discussion of what is done in one setting see Florence C. Remer's article, "The Parents Association of the Horace Mann Schools," *Teachers College Record* for March. Perhaps you cannot draw upon either the quantity or the quality of talent available there, but you have some in your community that can be just as effectively capitalized. And Miss Remer's article will show you how to do it.

"The bond issue was over-subscribed twice when it was offered." Must have been attractive! Increasingly schools are organizing "cooperatives" with all the usual departments—production, advertising, sales, accounting, etc.—often with some little financial, and always with considerable educational profit. In "The Norris School Cooperative," *Junior-Senior High School Clearing House* for May, J. D. Williams describes the plan and procedure used in this school.

"Dry as summer's dust," is a common evaluation of parliamentary law. Often student officers consider a study of this topic a penalty for holding

office—a sort of ordeal through which they must come unscathed. Need it be such a nightmare? One method of making it intriguing is described by Bessie E. Goff in, "We Take Up Parliamentary Law," in the *Journal of Education* for June 1, 1936.

Further, if you teach in a small town you will enjoy Calvin Grieder's "I Like Small Town Teaching" in the same issue. If your aspirations favor large city superintending, read W. H. Campbell's, "Chicago's Firing Squad." Better still, read both of 'em.

What is a tormentor? Flame-proof rep? Cyclorama? Thunder sheet? Side tab? Rigging loft? Olivette? Pipe-batten? Jog? Flat? Sound technical, don't they? Hence they represent serious and studied attention. Perhaps you have an auditorium built by the home town architect (the dog-and-hen-house-builder) who never heard of acoustics, or who was prevented from capitalizing such knowledge by the desire of someone in authority to make your auditorium "pritty," irrespective. In any case your education will be enhanced if you read Erik A. Andersen's "The Junior High School Stage," *April School Executive*.

What a "swell" place to study general science, history, geography, animal husbandry, geology, engineering, and other subjects, with their sharks, codfish, birds, kangaroos, giraffes, whales, flora and fauna, inhabitants, cities, fruits, constellations, processes, etc. In "General Science as Portrayed on Postage Stamps," *Education* for March, Harold F. Schaeffer shows how this unpretentious little sticker can serve as a very effective teaching device. Both stamp club members and non-members will find it attractive and instructive.

Sucker-bait now being proposed as a means of supporting schools—lotteries. The famed "Irish Sweepstakes," operated for "charity" (only 19 per cent of the gross does "charity" ever see) has opened up the way for a delightful killing by the racketeering "profession" through fake lotteries and swindles. Would legalizing lotteries help? You are, of course, interested. Then read "Lotteries and the Law" by Jerome Ellison and Frank W. Brock in *Today*, March 2, 1936. This article is briefed in *Readers Digest* for June.

School Clubs

EDGAR G. JOHNSTON, *Department Editor*

The pupils are coming out after the first club meeting, chatting in the hall, hailing chums, and comparing notes. "Oh, boy! We had a swell meeting at the——club! Something doing all the time! It's going to be great this year." Or, "I think I'm going to pick a different club. We didn't do a thing all period but elect officers. The teacher didn't seem to have any ideas and neither did anyone else." Which description will fit the opening session of your club this year? The old saying that a good beginning is half the battle is nowhere truer than of a school club. What new ideas has your summer given you from reading, study, or exchange of experiences that can be put to service to enrich the program of your club? Aren't you going to sit down now with a notebook and a pencil and make some plans for that first meeting? If you don't, it is pretty certain that no one will.

Does this mean that you as sponsor are going to plan the program, make the decisions, and run the show? Not at all! Pupil leaders—the retiring officers or a program committee—can be led to think through plans for the meeting and to accept enthusiastically the responsibility of making it a success. Other pupils will have contributions to make to the program of this first meeting. Some will have brought back from summer camp interesting collections, handicraft, or experiences, as well as sunburn and mosquito bites. Others will have developed their hobbies in the home workshop or library. Some may have taken trips alone or with their families and may be able to make entertaining or informative episodes live for their fellow club members.

That first meeting should sound the keynote of the year's activities. It should unfold a fascinating panorama of future meetings, projects, and committee work in which the club may engage. Above all, that first meeting should give every one present something to do—a game that brings every pupil into action, group stunts, a roll call to which each member replies with some report or activity appropriate to the club. As club sponsors we can take a lesson from the story of the old man who had just returned from prayer meeting. Asked whether it was good meeting, he replied: "Yes, I prayed."

The real measure of a club's value is the extent to which it enlists pupils in planning and

carrying out worthwhile projects, and the real measure of a sponsor is his success in setting the stage so the pupils will want to undertake them. A successful club—or a successful class—is a co-operative project where pupils learn by doing, and the sponsor is guide, counselor, and friend.

WHAT THE CLUBS ARE DOING

The club reports this month present clubs from New Jersey, Texas, Connecticut, and South Dakota. The report of the Greek Club is by Mr. Harlen M. Adams, now Director of Speech at the Menlo School, Palo Alta, California; the novel Mathematics Club is described by Mr. Eldon Busby, Assistant Principal of the Paschal High School of Forth Worth, Texas; Miss Esteele E. Feldman, Counselor of Fair Haven Junior High School of New Haven, Connecticut, reports on the Scenery Club in that school; Mr. William T. Gruhn is Principal of the Simmons Junior High School, Aberdeen, South Dakota, and sponsor of its Civics Club.

A GREEK CLUB

Princeton High School, Princeton, N. J.

The Greek Club was organized as a recreation activity for the supposedly more intelligent student who had an interest in language, literature, and culture. The extreme ranges of opportunity backgrounds in the school assured a student-elite nucleus for such an organization. Though top-heavy with the fortunate, the membership did include some with far less privilege. Admission to and administration of the club was entirely democratic. The advisor was a mature, scholarly, kindly, well-liked man whose own background made vital such a study. For study it was; these boys and girls learned the Greek alphabet and acquired some proficiency in reading simple Greek passages. But more, they got a rather comprehensive introduction to Greek thought, history, life, mythology, literature—in fact, the whole ancient culture—through their very well-prepared individual notebook reports, group cooperative activities, and weekly discussions.

These results seem evident to the observer. The less fortunate students experienced a truth, goodness and beauty that were provided them

nowhere in the curriculum; the friendly associations and refined activities (a semi-formal tea was the climax of their year's work) made their lives richer and happier. The linguistic students enjoyed a cultural extension of their education without the pressure of daily assignments, formal requirements and tedium such as characterized the trying ordeal of beginning Latin, even under this same instructor.

The club continues with a small group, as a recognized essential of the extra-curricular program. Perhaps it should there remain, but how unfortunate that the language department has not learned the value and interest in the study of culture rather than of paradigms!

THE PENTA CLUB

*R. L. Paschal High School
Ft. Worth, Texas*

Perhaps the most active and progressive organization in the Paschal High School is the Penta Club. The membership of this organization is made up of honor students in the field of mathematics. The chief activity of this group is the study of Astronomy; hence, the name "penta," meaning the five points of a star.

This organization came into existence some fifteen years ago under the leadership of its present sponsor, Miss Charlie Noble, head of the mathematics department. The chief purpose of the Penta is to encourage interest and scholarship in the subject of mathematics. This is accomplished in two ways: First, the club awards scholarship ribbons to those pupils who make a grade of "A" in mathematics during any six weeks' period. Different colors of ribbons indicate whether it is the first, second or third time the grade of A has been made in a given semester. At the end of the first half of the senior year a gold (star) pin is given those pupils who have made an average of "A" in the subject of mathematics for four years in the high school. Second, the club owns an eight-inch telescope of the latest type. Every Thursday evening, when the weather is permissible, the members of the club meet on the school campus and study the stars, make photographs of the heavens, apply their knowledge of mathematics to astronomy, thereby obtaining very favorable results both mathematically and aesthetically.

A note of significance, I think is the fact that one of these students discovered a new star which is accepted by the Astronomical Society of the United States.

Once each year this organization brings an outstanding astronomer to the school for a lecture. This is attended at night by both students and

parents. Great interest has been aroused by these lectures.

Unlike the other extra-curricular activities of the school, the Penta Club meets after school. This is because they usually have some mathematical phenomenon to discuss, thereby requiring more time than is usually given during the regular club period.

One novel feature of this club, which might be of interest, is the fact that former members, graduates of many years back, attend these "stargazing" meetings during the evenings. Many of these former members have made significant contributions as a result of their earlier activities in this organization.

SCENERY CLUB

The Fair Haven Junior High School

The Scenery Club came into existence to fill a definite need. Ours is a large school and as all cannot be seated in the auditorium at one time we have two assembly programs a week throughout the year. Most of these require some sort of stage setting, and in order to keep the material and properties in order, and make the assemblies run more smoothly, this club was formed.

The club is made up of about twenty-five boys. The only requirement for membership is that the

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boys must be strong and sturdy. They need not possess scholastic ability, or artistic ability either, although the latter is an asset.

As far as possible each boy is assigned a duty. One operates the curtain, two more take care of the movie screen and act as stage hands. Another boy runs the spotlight and two more are used to run the stereoptican machine. Each assembly uses a different set of boys. The special duty of two boys is to keep track of coming assemblies for two weeks in advance so that whatever scenery is needed may be made ready. On Wednesdays and Fridays a different group of boys assist the chief engineer in setting up the scenery for the coming program.

Sometimes there is a special occasion which requires more lavish preparation than usual. If there is to be a new set constructed and painted, all the boys work at it, not all at once but in relays. A dummy is made to scale and the more talented members enlarge it to the proper size. The rest all take a hand in painting, fire-proofing, bracing and setting it in place. The most difficult parts of this work sometimes require a lift from the instructor or from the chief engineer.

The most valuable outcome of such a club is the sense of responsibility which comes to the group as a whole. The fact that they perform,

what in their eyes, is a valuable service to the school, week after week, gives them a sense of partnership and it becomes "we" and "our school", rather than just a place to endure six periods a day.

CIVICS CLUB

Students at Simmons Junior High School, Aberdeen, South Dakota, concentrated their attention on courtesy for one day as a result of activities planned by the Civics Club in a Thank You Day program. This activity followed the guidance work on courtesy which was carried on in the home rooms.

The particular objective for the day was to encourage students to say thank you. A campaign of publicity through posters, cartoons on the blackboards, and home room talks prepared the student body for Thank You Day, pointing out the many omissions of common courtesies especially in students' relations with each other. An assembly program at the beginning of the day presented an original skit and other appropriate numbers emphasizing the purpose of the day and encouraging the cooperation of the students.

The results of the Thank You Day program indicated that such activities are effective in promoting courtesy especially when they are carried on by the students.

Student Activity Accounting System

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It will organize your student activities for you without a lot of detailed records yet contains sufficient information for complete audit at the close of the year.

From the standpoint of the school office, the system is of incalculable value as a time and labor saver. Instead of a mass of miscellaneous, hard-to-find information, filed at intervals throughout the year, the school office has but one ledger to post as the information comes to the office.

Ask for samples and prices.

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Stunts and Program Material

W. MARLIN BUTTS, *Department Editor*

A MOCK TRIAL FOR THE FOOTBALL SEASON

A Stunt

CYRUS RAINES

Characters

Judge.....A Student
Prosecuting Attorney.....A Student
Attorney for the Defense.....A Student
Sheriff.....A Student
Prisoner.....Roy Blank
(*Substitute local character*)
Witnesses.....Students
Court Attachees.....Students

The scene shows court in session. Judge, jury, attorneys, and court attachees are in their places. Witnesses will be called from the audience. The defendant has consented to testify and is on the witness stand.

Prosecuting Attorney: Mr. Blank, is it true that you went to the — game and refused to root?

Blank: No, sir.

P. A.: With whom did you attend the game?

Blank: Miss Smith and Mr. Jones (an impossible combination.

P. A.: Did you sit beside or between them?

Blank: Neither, I stood up and yelled.

P. A.: Who won the game?

Blank: We did, 46 to 9 (or other imaginary score.)

P. A.: Was Mary Brown at the game?

Blank: Yes.

P. A.: Did you see her?

Blank: No, I was watching the game.

P. A.: Then how do you know she was there?

Blank: She is a good school booster and good school boosters always go to games.

P. A.: Has there ever been any insanity in your family?

Blank: Yes, my cousin's husband bet on — for next Friday.

P. A.: You're excused. (To the clerk) Call Harry Mills to the witness stand.

P. A.: Mr. Mills, did you see Roy Blank at the game?

Mills: Yes, I watched him most of the game.

P. A.: Tell us what he did.

Mills: He came with his mother, but slipped

away and went and sat beside Mary Brown. He talked to her the whole game.

P. A.: Did he yell?

Mills: No, he whispered.

P. A.: What did he say?

Mills: He asked her to go to a show with him Saturday night. Told her that she had the most beautiful eyes he had ever seen. Wanted to know

P. A.: How do you know what he said if he whispered?

Mills: She told me.

P. A.: When did you see her?

Mills: Sunday night.

P. A.: You are excused.

Clerk: Mary Brown.

P. A.: Miss Brown did you go to the game with Roy Blank?

Mary: No, sir.

P. A.: Did he sit by you?

Mary: He hung around.

P. A.: Didn't you talk to him?

Mary: No, he talked to me.

P. A.: Didn't you listen?

Mary: Yes, I had to be courteous.

P. A.: Did you have a date with Harry Mills Sunday night and tell him all about your date with Roy Blank at the game Friday?

Mary: Yes, sir.

P. A.: So both these boys are interested in you?

Mary: They act like it sometimes—at games and Sunday nights.

P. A.: Which of the boys do you like best?

Defense Attorney: I object your honor.

Judge: Objection overruled.

P. A.: Which of the boys do you like best?

Mary: Cy Blimp (a ridiculous suggestion.)

P. A.: You are excused.

This playlet may be developed to run on as wanted.

O, NO, JOHN, NO, JOHN, NO!

VERA HAMILL HAFER

Characters: John and the Lady. (Both must have good singing voices.)

This musical skit may be used either as a stunt for assembly, a part of a carnival program, or for a sketch between acts of a play. If used for the latter, a middle drop concealing the rest of the

stage may be used as the background, the action taking place before it.

The curtain rises on an outdoor scene, and at the right, a pretty girl is sitting on a tree stump or a rustic bench. She is dressed in a summer costume, wears a large picture hat, and may be reading from a book. She is looking down, thoughtfully perusing her reading, and takes no notice of a handsome, well-dressed young man who is standing across the stage at the left.

The young man regards her with appropriate expressions of surprise and delight, and turns to the audience and sings:

*"O, yonder sits a handsome creature,
Who she is I do not know;
I'll go and court her for her beauty,
She must answer 'Yes' or 'No.'"*

While the piano plays the last three measures, John—the young man—walks pompously across the stage towards the young lady, saying "ahem!" to attract her attention.

Without rising, she glances up at him, then turns to the audience and sings, for John's benefit:

*"My father was a Spanish Captain
Went to sea a year ago;
First he kissed me, then he left me—
Bade me always answer 'No.'"*

While the piano plays the last three measures, the lady looks coquettishly at John, who begins to act more serious as he sings:

*"O Madam, in your face is beauty
On your lips red roses grow;
Will you take me for your lover?
Madam, answer 'Yes' or 'No.'"*

She makes eyes at the audience, turns quite away from John, and sings, flippantly, to the last three measures:

"O No, John! No, John! No, John! No."

John comes a step nearer, gestures, and sings more earnestly than before:

*"O, madam, I will give you jewels;
I will make you rich and free.
I will give you silken dresses;
Madam, will you marry me?"*

While John has been singing, the lady turns to listen, but shakes her head somewhat sadly, turns away, and sings slowly, as if regretting the fact that she must always answer:

"O No, John! No, John! No, John! No."

John is somewhat downcast as he sings:

*"O madam, since you are so cruel,
And that you do scorn me so,"*

(Then, as if a bright idea has dawned on him, he asks:)

*"If I may not be your lover
Madam, will you let me go?"*

The lady impressed by his mental agility in turn-

ing the question so adroitly, answers, coquettishly:

"O No, John! No, John! No, John! No."

John, visibly heartened, continues with:

*"Then I will stay with you forever,
If you will not be unkind;
Madam, I have vowed to love you;
Would you have me change my mind?"*

The which, the now delighted lady gives her same dutiful answer of:

"O No, John! No, John! No, John! No."

John triumphantly brings his wooing to a close by singing dramatically:

*"O hark! I hear the church bells ringing,
(bells may be rung off-stage)
Will you come and be my wife?
Or, dear Madam, have you settled
To live single all your life?"*

The lady, slightly horrified at the last thought, rises quickly but gracefully, and sings emphatically:

"O No, John! No, John! No, John! No!"

Whereupon John offers his right arm and together they walk across the stage and off left as the curtain descends.

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THE CLUB MARKET BEULAH JO WICKARD

Cast—Proprietor, Henry, Lizzie, the two Clerks.

Scene: The proprietor stands behind a counter. Henry and Lizzie enter right front with baskets. They look around—bewildered.

Proprietor: Good Morning!

Ah—that lean and hungry look—

I know just what it means—

We have what you're looking for—

Broccoli and green beans—

Cheese and tender veal tips, salads and ice cream—

Buy your groceries here and have—

A dinner that's a dream.

And now that that's over, what will you have, my good man? (Lizzie gives proprietor a baleful stare. He hastens to say) What will you have, my good woman? (Then—when both give him a baleful stare) What will you have, my good people?

Lizzie: (to Henry—who is, I regret to say, just a bit deaf) What shall we get for dinner Henry?

Henry: Eh?

Lizzie: The man says—"What will we have?"

Henry: Oh—what will we have? Well now, there's potatoes—

Proprietor: Ah—yes—potatoes—

Henry: But I'm not hungry for potatoes.

Lizzie: And there's milk.

Proprietor: Ah—yes—milk!

Lizzie: But we have plenty of milk!
Henry: Now, there's egg plant—
Proprietor: Ah—yes—egg plant!
Henry: But I loathe egg plant! (The proprietor looks a bit crestfallen.)

Lizzie: And there's macaroni—
Proprietor: Ah—yes—macaroni—
Lizzie: But we had that for lunch—
Henry: Now there's Swiss chard—
Proprietor: Ah—yes—Swiss chard—
Henry: But I'm Dutch—
Lizzie: Well—then there's—
Proprietor: Pardon me, folks, and I'll catch up on my knitting while you decide the menu for dinner. (Proprietor sits down with knitting.)

Henry: Nothing sounds good to me, Lizzie.
Lizzie: Nothing sounds good to me, Henry.
Henry: And yet I'm terribly hungry.
Lizzie: So am I, Henry.
Henry: But I'm not hungry for food.
Lizzie: Neither am I, Henry.
Henry: I'm hungry for things to do—things that are fun—

Lizzie: So am I, Henry.
Proprietor: (puts down knitting) Ah—yes—Now we're getting somewhere. What you want is food for leisure hours. What you want is a club.

Henry: That's what I want.
Lizzie: So do I.
Proprietor: Clerks!
(A girl appears from right. A boy from left. Both bow to the Proprietor and say in unison "Yessir.")

Proprietor: This lady and this gentleman are in the market for clubs. Show them our stock, please.

Clerks: "YESSIR."

Girl: Presenting clubs for girls.
(All school clubs for girls are presented)

Boy: Presenting clubs for boys—
(All clubs for boys are presented)

Girl: Presenting clubs for boys and girls—
(The clerks present the clubs alternately)

Proprietor: (rubbing hands together) Well, my good peoples, what will you have?

Henry: I'll have them all.

Lizzie: So will I.

Proprietor: (staggers, supports himself on counter) Pardon me, it's my weak arches. Well, of course, my dear peoples—Certainly. To be sure. That's fine. That's a very nice order for two people to give.

Henry: Eh? Oh—we're marketing for our family—

Proprietor: Ah—yes—Twenty-five clubs for your family. You must have a very nice little family. (Takes out pad) Pardon me, what is the name?

Henry: (Name of school) is the name. (Gestures to include audience—) And these are the children. Aren't they cute?

Proprietor: Ah, yes—lovely children—

Henry: I think so. Well, good day.

Lizzie: I think so too. Good day.

Henry: (turning at door) You have a delivery service, of course—

(Proprietor straightens up. Clerks straighten up. All say—

YESSIR—WE DELIVER THE GOODS!

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—Dr. Joseph Collins.



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Parties for the Season

September is a month for parties both indoors and out. In most sections the weather is cool enough for social gatherings in homes and in the school gym, but the season of fair weather will call many schools to picnics and outdoor parties.

INITIATION PARTY

Throughout the history of the race, groups have grasped a first meeting with newly admitted members as the psychological moment for the effective teaching of what they would have those new members know well. Their first meeting brings new-comers together with minds that are impressionable. Schools often use their first social gatherings of the school year as the time for an initiation of the incoming class.

There are three purposes to be achieved in a freshman initiation party. They are: (1) to get the novices acquainted, (2) to teach them school traditions and develop in them loyalty to the group, and (3) to show them a good time.

It should be pointed out at the beginning that an initiation party should be particularly well planned. Such a party is apt to stray away from its original and sound purposes if it is allowed to drift. Every event of the program should be selected carefully.

Here are some games that will be helpful:

I'LL DO MY PART

For this game the freshmen are lined up together, and slips are passed to them bearing such instructions as: Speak a piece. Do a stunt. Tell a story. Bow very low. Introduce yourself. Tell why you are a freshman.

The person in charge will instruct the class as follows: "You will be addressed in turn with this question, 'As a student in——High School, what will you do?' You will stand and answer, 'I will do my part.' Then you will be asked, 'What is your part tonight?' You will answer according to the slip you have drawn, and proceed to carry out its instructions.

This initiation feature can be made interesting and effective. However, it should be noted here that very much depends upon the judgment displayed in making out the slips. Each one should bear instructions that any person can carry out. They should not require special talent.

A TESTIMONY MEETING

Each freshman is called upon in turn to stand

and tell one thing he likes about——High School. If the crowd is not too large, it is worth while to call upon every member of the whole student body. Such an exercise will, if properly carried out, give an immense stimulus to good will within the student group.

A GROUP STUNT BY THE CLASS

This may be a short play, a pantomime, a shadow picture, or anything else that is easy and that will lend itself to group presentation. Of course, this part of the program should be announced in time for preparation to be made in advance. It should be remembered that the class is as yet unorganized.

In case of either a group stunt or an individual performance, upper classmen and faculty members should be generous in their praise. Every thrill a freshman gets from such an affair will make him a more enthusiastic member of the student body.

YOU'RE IT

To play "You're It," the players form a circle, with someone who has consented to be "it" in the center. If the circle is large, there should be several "its"—about one to each twenty players. The players in the circle are instructed that each one shall learn the name of the person at his right and be prepared to give that person's name before the one who is "it" can say "You're it. You're it. You're it." If the one who is pointed out by "it" is not able to give the name of his right hand neighbor before the one who pointed him out finishes saying "You're it" three times, he must give up his place in the circle to the person who caught him and become "it" himself.

THANKS INDEED

Let the person in charge speak somewhat thus, "Before you can proceed further it will be necessary for you to deposit with us something of value as evidence of good faith." Rings, watches, bracelets, coins, neckties, and similar articles will be handed to him. He then asks each candidate, "What did you give me?" After receiving all the replies, he speaks thus: "Jack Smith gives me his car key, Mary Brown gives me her necklace, etc. Really friends, I had no idea you would give me so much. You have been very generous and I trust that your generosity will somehow be rewarded."

The director will need helpers to take the "gifts" to a safe depository where they should

be kept until the close of the evening, when each is returned to its owner.

OPENING OF SCHOOL PICNIC

A school picnic is not something carried out by a school. It *is* school.

While some kinds of school parties can be staged by a very few people, the picnic must be more or less a cooperative project. There are committees on transportation, program, and refreshments. Perhaps more. If any committee fails in its work, the result will be more unfortunate people going through life feeling that they "don't like picnics."

By the very nature of a picnic, nobody can plan it minutely and in every detail, with any assurance that it will be carried out as planned. Such a party is an adventure, and uncertainty is what makes adventure attractive. A picnic without danger of rain and other emergencies would not be picnic.

But there must be some place to go, some way to get there (and home), something to do, and something to eat.

Every school has its somewhere to go. Maybe there is a new place for your school this year. Why not find one?

But be sure that a committee inspects the place and gets permission from the owner. If there is no good, sufficient, and convenient water supply, charter enough thermos jugs for the evening.

If the distance is too far to walk, transportation may offer several problems. An abundance of cars and an unselfish spirit on the part of everyone is about all that will solve these problems. Every school has its own way to handle this matter, and somehow it *does* work.

For something to do, no game stands the test of

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time better than the old "Three Deep" that everyone knows. Hide-and-seek often helps, too. Both these old games have the advantage of including both boys and girls.

There will be those students who just want to play around. They should be free to enjoy themselves that way. And it should be kept in mind that this freedom calls for knowledge of when refreshments will be served.

Baseball or soft ball games are always popular especially this time of year. Try a softball game for the girls as well as one for the boys.

Any good book of games will suggest more things to do than there will be time for. Every school should have a number of these books.

Every picnic suggests weiners, buns, pickles, and marshmallows. They always go with a campfire and a crowd of young people. While the embers are dying, there will be time for a few songs before going home.

Somebody must be delegated to be the last one to leave the picnic ground. That will guarantee that fires are out, gates closed, and nobody left behind.

If this picnic is planned to take full advantage of long September evenings, perhaps it will be over before dark. In that event, the matter of refreshments will be simplified, for a regular meal will not be replaced. Lemonade or water-melons may be used to make this picnic different.

An Athletic Program for Life

(Continued from page 17)

Golf is a game for the adults of the community, and both boys and girls should be given every encouragement in learning this excellent game. Then, too, every town and city should have numerous tennis courts to provide strenuous exercise for healthy boys and girls.

Other things to be included in the athletic program are swimming, hockey, winter sports, volleyball, kittenball, and hunting and fishing. A love and knowledge of nature, conservation of wild life, and camp cookery would of necessity be presented in any practical program. Such a program would be in the interests of public welfare, give

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the young folks worth-while leisure activities, prevent crime, and be the most important step toward good citizenship in a generation.

School authorities owe it to the boys and girls and to the tax payers to adopt a forward-looking program that will promote the best interests of the nation. The present program is as unsuited to the need of the schools as the prairie schooner is to the transportation needs of the populace. If such boards and superintendents will seriously regard their duties, many changes will at once be made in the athletic program. Times have changed materially, and the good old days that never were will never return.

Leisure time is now one of the major activities of the citizen. If the school will not provide invigorating activities looking towards the highest fulfillment of an athletic program, the pool hall, dance hall, the saloon and road house, and the movie will continue to drag down the ideals of young America. Wholesome leisure activities are one of the essentials of recovery. Why stand ye idle, ye school authorities when your next step is so apparent and essential to the complete life?

A free, virtuous, and enlightened people must know well the great principles and causes on which their happiness depends.—*James Monroe.*

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School Activities Book Shelf

SPORTS FOR RECREATION, compiled by The Staff of the Department of Intramural Sports, University of Michigan. Elmer D. Mitchell, Editor, A. A. James, John Johnstone, Earl Risky, and Randolph Webster. Published by A. S. Barnes and Company, 1936. 467 pages.

This book is planned (1) to extend and develop the increasing interest in healthful and wholesome recreations, (2) to assemble in one volume needed information on the various forms of physical recreation that has previously not been easily available, (3) to treat each sport from the standpoint of the beginner or average player rather than to go into it extensively.

The value of recreational sports lies almost wholly in the enjoyment they afford the participant. For this reason, a volume covering these sports is both timely and valuable. In this book the following sports are described and illustrated: Archery, Badminton, Baseball (Soft Ball), Basket Ball, Bowling, Boxing, Canoeing and Boating, Equitation, Fencing, Football (Touchball), Golf, Gymnastics, Handball, Hockey (Ice), Horseshoes, Lacrosse, Riflery, Speedball, Soccer, Squash Racquets, Swimming and Diving, Tennis, Track and Field, Volley Ball, Water Polo, Winter Sports, Wrestling, Other Sports, Practical Aids.

A HANDBOOK OF STUNTS, by Martin Rodgers, Head of the Department of Health Education, Jamaica Teachers Training College, Jamaica, New York. Published by The Macmillan Company, 1935. 515 pages.

Schools, particularly those with limited space for their physical education activities, will find this book valuable. It supplies many suggestions for "something to do," a thing always in demand.

Individual Stunts, Combat Stunts, Stunt Games, Stunt Races, Apparatus Stunts, Miscellaneous Self-testing Activities, and Pyramids are specimens of chapter headings. The book offers a comprehensive list of such activities as these chapter titles suggest. It is made serviceable everywhere by its hundreds of separate stunt items. It is made easily read and understood by its hundreds of illustrations. It gives an impression of completeness as a book of athletic stunts.

ASSEMBLY ROOM PLAYS, compiled and

edited by A. P. Sanford. Published by Dodd, Mead & Company, Inc., 1936. 272 pages.

An unusually interesting and valuable group of plays makes up this latest volume edited by A. P. Sanford. Designed to be played in assembly-rooms by both high schools and grammar schools, they fill a long-felt and ever-increasing need for good plays which are easy to act and inexpensive to produce. The costuming and scenery are simple. Teachers, community leaders, etc., will find plays suitable to all specifications.

There are thirteen plays in the volume, of different lengths. The subjects present a wide variety ranging from Greek plays to modern, and including Old Spanish, Colonial American, Chinese, and a group of Indian frontier scenes. They are new, amusing, and instructive, the sort of plays which have made all of Mrs. Sanford's many anthologies practical and popular.

LETTERS TO PRINCIPAL PATTERSON, by William Patterson. Published by the Daylton Company, Washington, D. C., 1934. 338 pages.

This book of original and unique letters from a father to his son, who has just been elected principal of a city school, is not only instructive and interesting but may be put in a class by itself. The chapters or letters are devoted to philosophy and principles of teaching.

It is not a recital of the hit and miss methods of dealing with pupils, parents and the public, but a constructive assistant in coping with the problems of the day. The technical excellence of the book is to be commended, but even beyond that it is unique and amusing.

There are nineteen letters each striking at a different phase in the profession. Questions are answered and sound advice given on the subject of making one's contact with others smooth, pleasant, and more influential. Here is a timely and practical book in which every classroom instructor should be interested.

GAMES AND STUNTS FOR ALL OCCASIONS, by William P. Young and Horace J. Gardner. Published by J. B. Lippincott, New York. 118 pages.

This book answers the "What shall we do?" question. This exceptionally large and interesting

collection of one hundred and fifty-eight games and adaptations of old favorites is so arranged as to fit almost any occasion. They can be played and enjoyed by large or small groups of all ages. These games and stunts are as varied as the title implies. There is a chapter of conundrums and a dictionary of forfeits, a chapter devoted to entertaining, banquets, decorations and refreshments. This is a complete book which will assure you a "different" party.

The author has produced a book of games and stunts that may be used in the home as well as in a church, a school or social hall without any unnecessary roughness or rowdiness.

THE ACTIVITY PROGRAM, by A. Gordon Melvin, College of the City of New York. Published by Reynal & Hitchcock, Inc., 1936. 275 pages.

For those who wish to understand the new school, here is a practical interpretation. For teachers this book is a concrete teaching companion, and for parent discussion and faculty groups it is a reliable analysis and guide. It is a most complete discussion of the why and wherefore of the activity program and its organization through the grades. It defines clearly what is activity and what is not, and clears up the confusion

concerning the curriculum, the activity and the so-called "unit of work." There are numerous illuminating charts and half-tone illustrations.

STYLE BOOK FOR JOURNALISTS, by Thomas L. Passions. Published by the author, who is director of the Tennessee College Press Association, Cookeville, Tennessee, 1935. 16 pp.

There are style books and style books, but somehow they do not satisfy. Here is one that seems to bring relief. It is clear, concise, and complete. It offers a ready answer to the thousand questions that arise in the mind of the person who is preparing copy for publication. School publications will find this booklet a most valuable aid.

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Socrates—Have you found an honest man yet?

Diogenes—I thought I had but the rascal stole my lantern the minute I turned my back.

~

Friend—Did you make any new records on your flight yesterday?

Aviator—Yes; a farmer told me I was the first man to climb down out of the tree in his front yard without first climbing up.—*The Pathfinder.*

~

A Frenchman came to London to learn the language and soon got into difficulties with his pronunciation, especially with the group comprising "though," "plough," and "rough." When the film of "Cavalcade" began its run and one newspaper was headed "Cavalcade Pronounced Success," the Frenchman went back home.

—*Tit-Bits.*

~

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Leaving a fashionable seaside hotel, a wealthy but niggardly man was surrounded by servants, all expecting tips.

Getting past this batch he stepped into a waiting car, the door of which was held by the houseporter, who thrust out his palm.

"You're not going to forget me, sir?" he inquired anxiously.

The departing guest grasped the outstretched hand and shook it.

"No," he said, in a voice charged with emotion, "I'll write to you."—*Shear Wit.*

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